

Potters Gate CE Primary School, St. Andrew's Infant School and Care Club

Review Period:	Annually
Next Review Due:	November 2025
Local Committee Lead:	SEND Lead
Staff Lead:	SENCO

Special Education Needs and Disabilities Policy

"I have come that you may have life - life in all its fullness," John 10:10

Developing in our children the ability to find joy in life, the natural world, finding moral and spiritual strength for their own lives.

We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family and share the abundance of what we have with all.

Context

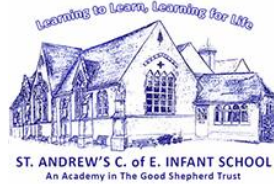
This policy has been created in partnership with the Head Teacher, the SENDCO, the Senior Leadership Team, and developed in consultation with parents/carers, staff and students. It complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014). It has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy September 2024
- Accessibility Plan September 2024
- Teachers Standards 2012

Our ethos/vision

At Potters Gate and St. Andrew's we offer an inspiring and creative education promoting enjoyment, well-being and pride for all our community to become successful, hard-working learners for life.

Through our inclusive, Christian values:



- we believe in quality education, high expectations and enjoyment for everyone in our school community.
- we respect the unique contribution which every individual can make to the community and seek to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.
- every teacher is a teacher of every pupil including those with SEND

Definition of SEN and Disability (SEND)

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’*

Key Roles and Responsibilities

SENDCO

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Statements or Education, Health and Care Plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

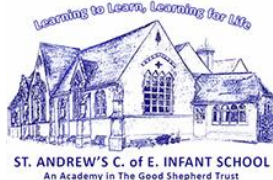
Pastoral Team Staffing

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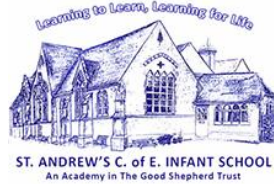


The SENDCO's, supported by the pastoral team, responsibilities include:

- Redrafting all appropriate documentation including the school's SEND policy
- Taking day to day responsibility for the operation of the SEND policy and provision
- Carrying out analysis and assessment of the children's needs
- Supporting class teachers in planning, delivering and reviewing interventions at least once a term
- Developing, managing and reviewing Provision Maps (Provision Management) for each year group to ensure provision is matched to the needs of the SEN children
- Overseeing and updating the records of children with special educational needs
- Developing and maintaining positive and constructive relationships with parents through formal and informal meetings
- Liaising with external agencies
- Keeping the Head Teacher and Local Committee informed of developments as and when necessary and at least annually
- Keeping up to date with new developments by attending courses provided by the Local Authority and other organisations
- Disseminating information to relevant staff
- Organising training for staff on training days and during directed time as required
- Coordinating the deployment of TAs supporting pupils with SEN
- Collating and completing applications for Education, Health and Care Plans for pupils whose needs cannot be met by the interventions currently in place
- Organising annual reviews and the relevant paperwork
- Discussing concerns regarding SEN children with Care Club staff

The Class Teacher's responsibilities include:

- Ensuring that the SEND Policy is put into practice
- Identifying children who make little or no progress in spite of differentiated learning opportunities being provided
- Reporting these children to the SENDCO
- Contacting parents to discuss concerns about a child
- Working with the SENDCO and parents in collecting and recording information about the child in determining the action to be taken
- Planning, reviewing and updating the provision, with the support of the SENDCO, at least once a term and recording this on the Provision Map
- Ensuring that a SEN child works with the class teacher, the teaching assistant and independently at least once a week for each National Curriculum subject
- Under the guidance of the SENDCO, plan appropriate activities to be used within the classroom and in intervention programmes delivered by the TAs



- Liaising regularly with relevant classroom assistants as to planning, objectives and the children's progress
- Deploying classroom assistants flexibly and effectively to support SEN pupils
- Accepting and valuing the contributions of parents in their child's learning and identifying the best way of involving parents in working with the school
- Providing information for outside agencies
- Implementing suggestions made by outside agencies
- Contributing to annual reviews
- Ensuring any other teachers, such as supply teachers, music specialists etc, are made aware of the special needs of appropriate
- Informing Parents of the provision that has been implemented

Local Committee

It is the statutory duty of the Local Committee to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Local Committee member with particular responsibility for SEND is Mrs Larry Peppin. She meets with the SENDCo at least termly to discuss actions taken by the school.

The Safeguarding LC member is Sarah Gudgin.

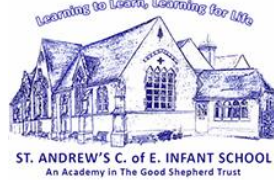
DSLs: Jayne Venables (Executive Head Teacher), Carol Trottier (Executive Deputy Head), Alexis Carpenter (SENDCo and Assistant Head), Jo Farncombe, Lou Daly, Anna Hudson (Assistant Head) Hollie Brightman, Bonnie Lloyd (St Andrew's), Katherine Scholes, Home School Link Worker (HSLW), Catherine Floyd.

Jayne Venables is the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils.

Aims and Objectives

Aims:

- To create a school's environment in which all children are included, valued and challenged whilst having full access to all aspects of the school life both curricular and extra-curricular
- To ensure that the Special Educational Needs (SEN) of all children are identified and met throughout the school through the inclusive curriculum
- To support children, regardless of their special educational need, to become confident, independent learners
- To provide clear guidance for all the school's stakeholders regarding the implementation of the Code of Practice within the school
- To make clear the expectations of all partners in the process



- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND
- To support parents in identifying their children's special needs, accessing professional advice and meeting their children's needs

As a school, we will:

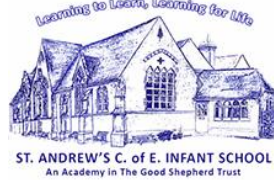
- Use the levels of intervention as described in the SEN Code of Practice
- Identify children, in line with the Code of Practice, with SEND as early as possible
- Ensure that all children have access to a balanced and broadly based curriculum
- Ensure that no child will be excluded from any learning activity due to their impairment or learning difficulty (unless the activity would be detrimental to their needs and education)
- Ensure that the 'hidden curriculum' and extra-curricular activities are barrier free and do not exclude any pupil
- Ensure that children with SEND do not become overly dependent on adult support by working independently, with the class teacher and the teaching assistant at least once a week
- Provide every child with the opportunity to experience success in learning, whilst also attaining their full academic potential
- Plan for differentiated work that is appropriately matched to learning needs and ensures progression
- Use a range of organisational approaches to ensure learning needs are properly addressed
- Deploy a range of teaching and learning styles (auditory, kinaesthetic and visual) so that all children can take part fully and effectively, providing equality of opportunity
- Create effective learning environments in which children's achievements are celebrated and independence is fostered
- Ensure that assessments are appropriate, giving children opportunity to demonstrate their own knowledge and attainment through appropriate means
- Set inspirational yet attainable targets for learning
- Help children manage behaviours that hinder either their own or others learning
- Ensure that parents are able to play their part in supporting their child's education
- Inform parents about all expressions of concern
- Keep parents informed and involved at all stages of the SEN process
- Inform parents of any outside intervention
- Ensure that our children have a voice in this process
- Liaise with outside agencies to ensure high quality provision

Identification of Needs

The SEND Code of Practice July 2014 identifies four areas of Special Educational Needs.

There are four broad categories of SEND:

- Communication and Interaction- these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to

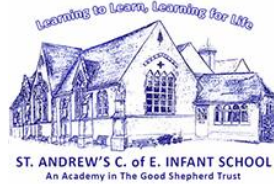


them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and Learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as
- attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Physical and Sensory - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Identifying children at SEN (SEN Support)

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. Where SEN Support is required the teacher and SENDCO will meet with parents and then put together a plan identified on a Provision Map. This outlines the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. This will be discussed with the parents at the termly Parents Evenings. Parents may be asked to share in the monitoring of progress through any home learning.



The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher and Support staff.

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, and Head Teacher during Progress Meetings. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEN Support. Parents will be informed of all decisions.

For pupils with an EHCP the LA must review the plan at least annually. Parents can also make appointments to meet with the class teacher and/or SENDCO at any other time.

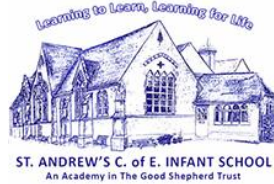
A Graduated Approach to SEN Support - How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCO.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Specialist Teachers for Inclusive Practice (STIPS)
- Speech and Language Therapy Service
- Autism Outreach Team
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS) and Mindworks

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or*



additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

The school refers to Surrey's Profile of Need document to provide clear and consistent guidance to Surrey's expectations of the different thresholds for Special Educational Needs and Disabilities as applied in an education setting. This ensures that children's needs are identified, and the most appropriate support put in place. The principles in this document are underpinned by the SEND Code of Practice. Most children with SEND will achieve their outcomes through arrangements which can be implemented without the need for an EHC Plan. This is achieved through differentiation, making reasonable adjustments, taking a person centred approach and by liaising with a range of multi-agency partners.

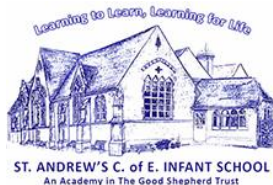
This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. An Arrangement plan, which includes a one-page profile, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.



The four-part cycle:

Assess: We will regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENDCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.



Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

SEN Provision

What does Additional Support mean?

SEN support can take many forms. This could include:

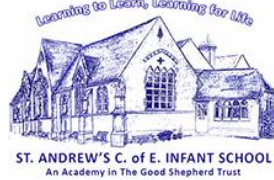
- a differentiated learning programme for your child
- being part of a specific intervention programme
- extra help from a teacher or a teaching assistant
- using additional resources
- using specialised resources
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- time with the HSLW

Managing the needs of Pupils on the SEN Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. SEND Arrangement Plans are reviewed termly with parents and pupils. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

Update 18.11.24



- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENDCO
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCO in the writing and reviewing of targets for pupils with SEND

Special Needs Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCO

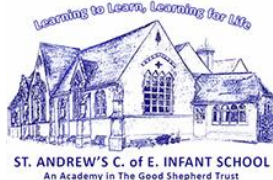
The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEN register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- line managing TAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Teaching and Learning



We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on the Provision Maps (Appendix 1). When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCO who monitors overall progress after the intervention.

- Interventions are planned and reviewed at least once a term
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCO monitors interventions to identify 'what works'.

Moving to an EHCP (Education, Health and Care Plan)

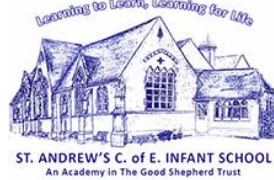
If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan. Generally, we may apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Staff Expertise



All of our teachers are trained to work with children with SEND. Some are very experienced and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. Some TAs and SNAs have expertise in and/or training on specific areas or specific interventions. All Support staff work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the local authority. This includes access to Educational Psychologists, Surrey Specialist Teachers and Health professionals.

All new staff receive a robust induction programme led by our SENDCO in relation to SEND policy and practice.

Adaptations to the Curriculum Teaching and Learning Environment

The school is two levels; the upper floor being accessed by a flight of stairs. Corridors are wide and we have access to a disabled toilet. However, we would be able to change classrooms around to accommodate a specific need.

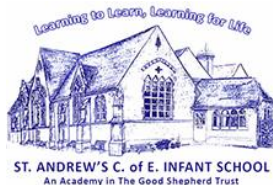
Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other physical or sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to personalise aspects of teaching in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Potters Gate Primary School and St. Andrew's CE Infant School have ramp access at the main entrance/exit making the building fully wheelchair accessible. The main building is on one floor so all rooms are accessible. There are three disabled toilets at Potters Gate and St. Andrew's and one at St Andrew's. Diversity is valued and respected. Staff seek to make reasonable adjustments to meet the needs of individuals accessing the services. The reception/waiting area is open plan however; arrangements could be made for visitors to wait in another room if required and it is available.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.



Children with social, emotional and mental health needs

If a child shows consistent unwanted behaviours, the class teacher, SENDCO or HSLW will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) our HSLW will work with the family and support the child through that process or signpost the family to other appropriate agencies e.g. ACT, Surrey Family and Mediation Services etc.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS and Mindworks. The school can also make this referral if appropriate.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills and other appropriate interventions. These are generally delivered by the HSLW or trained TAs who develop good, trusting relationships with the children. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying including cyber bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills. A record of any bullying incidences are recorded on Cpoms.

Supporting pupils at school with medical conditions

The school will comply with its duties under the Equality Act 2010 and the SEN Code of Practice 2014. (Please also refer to our Medical Policy).

Potters Gate Primary School and St. Andrew's CE Infant School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

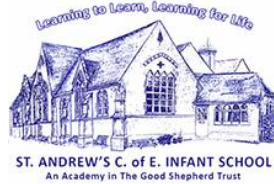
Where needed, staff will have access to specialist training so that they are able to fully support a child with a medical need.

Where appropriate, the child will have access to an identified space, private if appropriate, where any medical intervention can take place. An individual Healthcare Plan may be written. Individual toilet and changing facilities can also be made available.

Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

Transition into the school and to new class



- Additional meetings for the parents and child with the new teacher including Home School meetings for children new to the school.
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils with an EHCP are held, where possible, in the Summer Term of Year 6. The Secondary School SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits etc. The SENDCO meets with the Secondary School SENDCO to pass on any relevant information.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in a locked filing cabinet. Individual SEN files are transferred to receiving schools when pupils leave Potters Gate Primary School and St. Andrew's CE Infant School.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the GST complaints policy and procedure.

Surrey's Local Offer

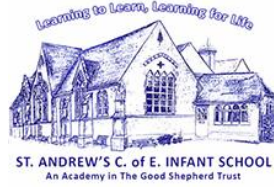
The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Surrey's Local Offer is available from the Surrey website: www.surreylocaloffer.org.uk

Potters Gate and St. Andrew's CE Infant School's SEN Information Report and Provision Maps

The school's SEN Information Report and Provision Maps give information on the services and strategies available in school and the provision given to children at different stages on the SEND Arrangement plans. These can be found on the school website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.



The School has an Equalities focus group (JEDI) made up of parents and staff from protected characteristic groups. In addition to this group, there is a Junior JEDI group where pupils reflect on issues of equity and inclusion.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEN local committee member, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: "School Info" to the Policies - SEN section.
- <https://www.potters-gate.surrey.sch.uk/Policies/>
- <https://www.standrews-infant.surrey.sch.uk/Policies/>
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the local committee.