



# SEND INFORMATION REPORT

2024/25

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## 1. Our provision:

Peaslake Free School is an inclusive school that fully complies with the requirements outlined in the Special Educational Needs and Disability (SEND) Code of Practice (2015). The school is committed to providing appropriate and high-quality education to all its children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Staff have been trained to be able to cater for learners with a range of special educational needs within the four broad areas of:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Children are supported through an adaptive curriculum. All classrooms have a teaching assistant who are deployed to support children with their needs. For children who require additional support, reasonable adjustments to our practices are made as to comply with the Equality Act (2010).

## 2. Staff training:

Our special educational needs co-ordinator, or SENCO is Helen Radley. She achieved the National Award in Special Educational Needs Co-ordination in 2023 and began her role here in January 2025. She is allocated 1 day a week to manage SEN provision at Peaslake Free School. She attends Surrey and local Network Meetings

We have a rolling programme of training delivered through staff meetings and In Service Educational Training (INSET) days. The proportion and content of the training related to SEN varies according to the needs of the current cohort of children and the staff team. Sessions may be delivered by the SENCO, other school staff, or by external professionals.

Examples of training include:

- Autism Awareness
- Speech and language courses, including phonological delay, receptive and expressive language disorder, articulation disorder
- Literacy for all training
- Zones of Regulation
- Restorative Practice

## 3. Identification of need:

The SENCo is Helen Radley. She can be contacted on 01306 730411 or via email:

[hradley@peaslakefreeschool.com](mailto:hradley@peaslakefreeschool.com)

The SEND governors are Jevon Birchall and Sarah Small. They can be contacted via the school office [info@peaslakefreeschool](mailto:info@peaslakefreeschool).

At Peaslake Free School, class teachers regularly assess the progress of all pupils. Data from these assessments is entered onto a tracking grid every term and discussed in termly pupil progress meetings with the Head Teacher.

The SEND Code of Practice (2015) defines less than expected progress as that which: "is significantly slower than that of their peers starting from the same baseline", "fails to match or better the child's previous rate of progress", "fails to close the attainment gap between the child and their peers", or "widens the attainment gap" (p95). Class teachers may also identify children who experience barriers to their learning prior to these having an impact on their academic progress.

If a child has been identified as making less than expected progress, the Class Teacher will consult with the SENCo.

The SENCo will observe the pupil to see where their strengths and challenges lie. The SENCo / Class Teacher will ask for your opinion and may speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENCO / Class Teacher will decide which provision best suits the pupil:

- Universal
- Targeted
- Specialist

The Surrey 'Profile of Need' will be used to guide decisions on when a child may have special educational needs and how that child could be supported.

If a child's progress is assessed to be less than expected, or barriers to learning are identified, a plan will be formulated by the Class Teacher with the aim of accelerating progress or overcoming the learning barriers. The children would be highlighted as 'under monitoring' with the SENCo and strategies from the Ordinarily Available Provision (OAP) will be implemented. Examples of these strategies might include: small adaptations to the curriculum planning, access to additional/alternative equipment, additional pastoral support, or an attendance focus. We call this stage of provision '**universal**'.

Following a period of implementation, the support will be reviewed; either at the next key assessment point, or at any time if there are concerns about the progress of that pupil. If the child's progress continues to be below expected or the learning barriers remain, considering other factors, then support will be put in place through our additional provision. Our additional provision is outlined in the Whole School Provision Map and includes small group interventions. We call this stage '**targeted**'.

If, when reviewed, it is found that this additional provision has not succeeded in sufficiently accelerating the child's progress or reducing the barriers to learning then the provision will be altered. It may be at this stage that support from external agencies is requested. After one or more cycles of review, it may be found that the child requires more individualised support.

Children requiring this stage will be classified as receiving SEN Support. We call this stage 'specialist'.

If your child meets the criteria for specialist provision, you will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and the Class Teacher to create a SEN Support Arrangements plan for them. The SEN register is fluid - children can be taken off the register if progress has been sufficient to do so. Equally, a medical diagnosis does not mean that a pupil will be automatically placed upon the register.

#### 4. Monitoring of pupil progress:

Once identified, pupils begin a graduated response of Assess, Plan, Do, Review.



We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

#### 5. Consultation with parents and pupils:

As a parent, you know your child best. We encourage and welcome an open-door policy to discuss any concerns you may have.

Parents will be consulted at all stages of the graduated response - this may be via telephone, email, informal conversation, or a more formal meeting dependent upon individual circumstances. Each year we arrange planned Parent Consultation Meetings during the Autumn and Spring terms. In the Summer term we send home Record of Achievements to report on progress.

For children on our SEND register, teachers meet with parents at least 3 times a year (more for children with more complex needs). At this meeting together you will:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do. The SENCo may also attend these meetings to provide extra support.

The views of parents and pupils will be sought when developing documents such as One Page Profiles. One Page Profiles collate information regarding a child's strengths, what is important

to/for them and how best to support them. This information can then be used to help plan provision. If the provision required is at 'specialist' level, then the views gathered from parents and pupils will be used to formulate a SEND Support Arrangement (SSA) which is used to monitor progress towards a series of outcomes.

The level of involvement of the pupil will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

## 6. Adapting teaching to suit a child's need:

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

Ordinarily Available Provision / High Quality Teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

The Class Teacher will adapt teaching to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Examples of High Quality Teaching include:

- Visual timetables, clear concise instructions with visual prompts (such as now, next cards)
- Modelling
- Key vocabulary is displayed
- Alternatives to written recording is regularly used
- Access to alternative space for pastoral or learning needs
- Adaptation of the physical environment, such as seating arrangements and movement breaks.

We may also provide interventions that include:

- Lego club
- Time to talk social skills
- Catch up phonics
- Attention bucket
- Individual occupational therapy or speech and language therapy work, when recommended by the specialist.

## 7. Evaluation:

We will evaluate the effectiveness of provision for your child by:

- Ongoing assessments that are used daily to inform planning for support for each child.
- Holding pupil progress meetings termly where we discuss the progress of each child in a class.
- Reviewing their progress towards their outcomes each term on Send Support Arrangements (SSA) or on a group provision map.

- Reviewing the impact of interventions after 6 weeks on their Send Support Arrangements (SSA)
- Using pupil questionnaires and One Page Profiles
- Monitoring by the SENCo
- SEND learning walks.
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 8. Transition:

We work closely with the Junior and Primary Schools that our children transfer to in Year 3. As part of the standard transition programme children make visits to their new school in the Summer Term. Staff from these settings may visit the children at our school to observe them and discuss their needs with the Class Teachers. If required, the SENCo may attend Class Teacher information sharing sessions in order to ensure that the new Class Teacher is fully aware of the child's needs. Our SENCo also liaises directly with the SENCo of the new school to share information and advice on support that may be required. If there is a need, a Transition Meeting involving the child's parents and staff from both schools may be organised and a Transition Plan written. Examples of the support included on a Transition Plan include: additional visits of pupil to school with support from our staff, creation of a personalised Transition Book/Box, group or individual sessions to talk about change and the emotions that change can provoke, additional meetings with parents to provide support.

## 9. Inclusion:

Peaslake Free School is committed to providing an appropriate and high-quality education to all its children. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. The needs of each child are considered individually and reasonable adjustments to the environment, equipment, teaching strategies and support from staff will be made to meet those needs. We aim to ensure that pupils with SEN and/or disabilities join in the activities of the school together with pupils who do not have SEN, so far as that is reasonable, practical, and compatible with: the pupil receiving the necessary special educational provision; the efficient education of other children in the school; and the efficient use of resources.

All enrichment activities are available to children with SEND. These include: school clubs, school trips, sports days, school plays, local visits, special workshops etc.

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. We will make whatever reasonable adjustments are needed to make sure that they can be included.

## 10. Social and Emotional Development

At Peaslake Free School we aim to promote a sense of community and belonging, and the development of social and emotional skills is one of our key focus areas. As part of our PSHE curriculum our Jigsaw scheme nurtures children to become confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. This approach is introduced in assemblies, discussed during class work and children are commended for representing the values through their behaviour.

Throughout the school, daily strategies are embedded, such as:

- zones of regulation to help children recognise and begin to regulate their emotions.
- social stories to help children understand and navigate social situations.
- small group interventions, such as Time to Talk or Lego therapy, to help children understand and develop their social skills.

Please see our behaviour policy for more detailed information on how we support children with social, emotional, and mental health needs.

## 11. External Agencies:

Sometimes we need extra help to offer our pupils the support that they need.

Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

Examples of these agencies include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- STIPs(Specialist Teachers for Inclusive Practise)
- GPs or paediatricians
- Primary mental health workers
- School nurses
- Health visitors
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations such as Barnado's

When a representative of an external agency visits school they may observe and/or assess the child; they may also consult with the child, their parents and school staff. Following their visit, they may send a written report or visit note to the school. This will usually include advice regarding provision and/or strategies that could be employed at school and/or home. A copy will be made of any such reports and sent home to parents. If parents would like to discuss the content or implications of the report they can arrange to meet with the Class Teacher and/or SENCo at a time that is mutually acceptable. The recommendations included in the reports of



external professionals will be taken into consideration when planning provision on SEND Support Arrangements.

## 12. Complaints

Please refer to our complaints policy for further information.

## 13. Surrey Local Offer

In accordance with the requirements of the SEND Code of Practice (2015), Surrey County Council has developed a Local Offer website which contains information about services relating to special educational needs and disabilities. The website has a search function and a comprehensive information section including their toolkits, templates, forms and guidance documentation.

The website address is: [www.surreylocaloffer.org.uk](http://www.surreylocaloffer.org.uk)

## 14. Support for carers and families

Please do not hesitate to contact your class teacher, SENCo or Head Teacher if you would like any additional support. Below are some links which may be useful:

- The Children and Young People's Emotional Wellbeing and Mental Health Service. Mindworks Surrey: [Home :: Mindworks Surrey \(mindworks-surrey.org\)](http://mindworks-surrey.org)
- NSPCC [NSPCC | The UK children's charity | NSPCC](http://nspcc.org.uk)
- SEND Surrey Advice [SEND Advice Surrey](http://sendadvice.org.uk)
- Barnardos [Believe in children | Children's charity | Barnardos \(barnardos.org.uk\)](http://barnardos.org.uk)
- Improving children's mental health. Place 2 be. [Improving children's and young people's mental health – Place2Be](http://place2be.org.uk)
- Childhood bereavement. Winston's wish [Winston's Wish - giving hope to grieving children \(winstonswish.org\)](http://winstonswish.org)

**Approved by Governors:**

**Date to be Reviewed: October 2025**