



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

SEND and Inclusion Policy

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Reviewed: **Autumn 2025**

Next Review: **Autumn 2026**

At Nutfield Church (C of E) Primary School we are committed to providing the children with every opportunity to achieve the highest standards. This policy supports staff in ensuring that this happens for all children in our school - regardless of their age, gender, ethnicity, attainment or background.

This policy provides a standard for other key policies in the school and is drawn directly from the ethos of the school's mission and aims statement. The policy ensures that the provisions of the following Acts and subsequent codes of practice are put in place:

Some of the links in the document share additional hyperlinks, which direct you to various pieces of legislation, advice or broader commissions and research. The school has set these out below for your information. If you have any questions or comments about this please do feel free to speak to Miss Woods or one of the team who will be able to answer any queries you have.

Document	Link
Working Together to Safeguard Children	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
The Race Relations (Amendment) Act 2000	https://www.legislation.gov.uk/ukpga/2000/34/introduction
The SEN and Disability Act 2001	https://www.legislation.gov.uk/ukpga/2001/10/contents
Designated Teacher Policy (looked-after and previously looked-after children)	https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children
SCCSP - Effective Family Resilience – Every Child in Surrey Matters	https://www.surreyscp.org.uk/wp-content/uploads/2021/04/Effective-family-resilience-SSCP-Dec-2020-v7.pdf
Equality Act 2010	https://www.legislation.gov.uk/ukpga/2010/15/contents
Equality Act guidance	https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty
Green Paper/SEND Review 2021	https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time
Surrey Local Offer 2022	https://www.surreylocaloffer.org.uk/
Keeping Children Safe in Education 2024	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

This policy puts in process all of the schools core values and evidences the strong commitment to our children, families and staff that we actively seek to promote the dignity and ultimate worth of each individual child created in the image of God.

Aims and Objectives

Our school is an inclusive school. This commitment to educational inclusion is an integral part of every aspect of the school's policy and practice. This means that equality of opportunity must be a reality for our children. We promote this through the attention we pay to the different, identified groups of children within our school:

- gender
- those from all socio-economic backgrounds
- children who are fostered or in care
- minority ethnic and faith groups
- children learning in English as an additional language
- children with special educational needs
- gifted and talented children
- any child at risk of disaffection or exclusion

This policy should be read in the light of the school's initiative for Equality, Diversity and Inclusion; The Welcome Project. At Nutfield Church Primary School, ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, religion, family structure, gender, disability, sexual orientation, age or socio-economic background is a key commitment. We aim to develop a culture of inclusion and

diversity in which all those linked to the school feel proud of their identity and ability to participate fully in school life. At Nutfield Church Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.
<https://nutfieldchurchprimary.co.uk/equality-objectives/>

Definition of SEND

We use the definition for SEN and for disability from the SEND Code of Practice (2015).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEN: A child or young person has SEN if they have 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 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'.

Inclusion Team

As part of our commitment to all the children at Nutfield Church, we have an Inclusion Team. This Team meets on a half termly basis to discuss and monitor the needs and support arrangements in place for individuals and groups of children, including: children with SEND, disadvantaged pupils, able pupils, looked-after children and previously looked-after children, vulnerable children and children with medical plans or particular medical needs. Vulnerable children are those as identified in the Children Act 1989, or those that the school considers vulnerable.

As part of our monitoring procedures, we use CPOMs to log and track all incidents which take place in and out of school.

Key responsibilities of the Inclusion team can be found in Appendices 1-3. Much of their work feeds in to DDSL/safeguarding meetings enabling highly effective communications between key staff. The DDSL team is listed below for further information.

DSL (Designated Safeguarding Lead)

Our Designated Safeguarding Leader is Mrs Farray-Green (Headteacher).

Our Deputy Designated Safeguarding Leaders (DDSLs) are:

Mrs Charlotte Cordey (Deputy Headteacher)

Mr John Corlett (School Business Manager)

Mrs Serena Fowler (School Office Manager)

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2015) 3.65 and has been written with reference to the following related guidance and documents:

- SEND and AP Green Paper March 2022 (Alternative Provision)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- 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
- Accessibility Plan
- Teachers' Standards 2012

Provision

Our SEND and Inclusion Policy reflects the recent Green Paper/SEND review, which sets out the Government's proposals for a system that offers children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive adult lives.

Our provision follows Surrey's Local offer. The Local Offer refers to 'Ordinarily Available Provision'. The term 'Ordinarily Available Provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person through their agreed funding and resource arrangements.

The principles guiding 'Ordinarily Available Provision' are:

- The child or young person's views and aspirations should be central to all planning with and for them.
- Parents should be equal partners in all discussions and decisions about how best to support their child.
- All pupils should have access to a broad and balanced curriculum.
- Teachers should set high expectations for every pupil, whatever their prior attainment.
- Teachers should use appropriate assessment to set targets which are deliberately ambitious.
- Potential areas of difficulty should be identified and addressed at the outset.
- Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.
- Assessment and intervention should be proportionate to identified need and not be reliant on a diagnosis. This is often known as a Needs Led Approach.

The key elements of the provision are:

Section One: High Quality Teaching

'High Quality Teaching' considers the needs of learners which then informs planning and delivery to make learning accessible. This may involve teachers using a range of strategies, detailed in this toolkit to support learners to access and engage with the curriculum.

The toolkit can also be used to facilitate conversation between learners, parents, and educational settings. The toolkit references reasonable adjustments which can be understood as the requirement for a school to take positive steps to ensure that all pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities, and services that the school provides for pupils.

Section Two: Graduated Response

This section is especially relevant for parents, teachers, and Special Educational Needs Coordinators (SENDCos) where concerns persist despite High Quality Teaching.

Section Three: Ordinarily Available Provision

This section contains a range of additional strategies and interventions, in addition to the toolkit in section one that should be considered for children and young people in line with their assessed additional needs.

It is of relevance to teachers, SENDCos and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents so the right support can be prioritised at the right time.

Section Four: Additional Support

This section includes signposting to additional resources and the offer available from Surrey Education Services. SENDCos will find this section useful

Section Five: Provision Mapping Guidance

This section is of relevance to teachers, SENDCos and school leaders when determining the school's SEND offer in relation to their learners' additional needs. It will also support conversations between schools and parents so the right support can be prioritised at the right time.

<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision#panel-2>

Children with Disabilities

Individual children in our school may have identified / diagnosed disabilities and consequently need additional support and resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Our admission policy is inclusive and establishes a commitment to make “reasonable adjustments” for pupils with a disability. Teachers and all school staff modify teaching and learning opportunities as appropriate for these children. Teachers’ planning ensures that children with disabilities are given the opportunities to develop skills in all aspects of the curriculum. When necessary the school supports learning by closely working with appropriate external specialists.

SEND Support Process

If a child or young person does not make the progress expected for their age, starting point and particular circumstances, it may be appropriate to consider with parent/carers whether a SEND Support Arrangement (SSA) is needed. SSAs are a way of supporting children with SEND, and may precede an Education, Health and Care (EHC) plan. The class teacher, SENDCo and Head Teacher will identify target outcomes for the child, and what additional support or intervention they will provide to meet the child's needs. SEND support arrangements should listen to the voices of the child and their family, put in place child-focused support, and consider all the child's needs (including long and short-term targets). Parents and carers of children with an SSA in place will be offered extended parent/carer evening sessions to discuss their child’s progress and attainment.

The school follows the SEND support arrangement processes as set out in the Surrey Local Offer https://www.surreylocaloffer.org.uk/data/assets/pdf_file/0004/282433/SEND-support-arrangements-process-flowchart.pdf.

Where a pupil has ongoing difficulties despite the support offered in school further support and advice may be sought by the SENDCo from outside agencies such as Speech and Language Therapy, Learning and Language Support, Behaviour Support Team, Educational Psychology and Physical and Sensory Support. Pupils may be referred to health services such as the community paediatrician or CAMHS.

What parents/carers should do if a child needs SEND Support

A guide for parents and carers is published by the Department for Education and can be found at: <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

This guide explains how the system that supports children with special educational needs and disability (SEND) works. It covers the law and guidance on which the system is based, and places to go for further help and

information. If they feel that their child needs SEND support, parents/carers should contact their child's class teacher, in the first instance. The class teacher will work with the SENDCo and Headteacher, to recommend the relevant course of action for identifying special needs.

There are four broad areas of need outline in the Code of Practice 2015. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory Needs (including Hearing Impairment, Visual Impairment and/or Multi-Sensory Impairment)

Useful information and resources for parents and carers of children and young people with special educational needs and disability (SEND) can also be found on Surrey's website

<https://www.surreylocaloffer.org.uk/>

Looked-After Children and Post Looked-After Children

The Headteacher works with Surrey Virtual School and the Surrey Virtual School Head to ensure the best educational achievement of looked- after children who are attending school. Specifically, the virtual school is responsible for the following:

- Championing the educational needs of children and young people who are looked after by Surrey
- Promoting aspiration for educational achievement by demanding it is a priority within the lives of looked after children to improve outcomes and life chances.
- Ensuring looked-after and post looked-after children and young people have access to the best possible education and every chance to progress and realise their individual potential.
- Assessing and reviewing personalised support plans to raise attainment for those in care to Surrey - providing advice, guidance and support for intervention where this is needed.

Each child will have a PEP (Personal Education Plan) which sets out the pupil's educational targets for attainment and achievement, and recommendations on how this will be done. The school is accountable for ensuring that all looked-after children have an up-to-date PEP in place, which is reviewed on a termly basis.

<https://www.surreycc.gov.uk/children/social-care/svs>

Pupil Premium

The Pupil Premium is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Reception and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (Ever 6 Pupils). Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. Whilst we recognise that eligible children are referred to as 'disadvantaged' by Ofsted in reports, and on ASP, we prefer to use the terms 'Pupil Premium' or 'Pupil Premium Plus'.

Pupil Premium Plus pupils are looked-after children, post looked-after children and children looked-after by the Local Authority. Schools are now accountable to the LA Virtual School Headteacher for the ways in which funding is spent, so it may be held back until the VSH is satisfied with the school's plans in respect of each pupil.

The Department of Education provide a menu of approaches to Schools for the use of Pupil Premium:

High quality teaching which includes:

- developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
- professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
- mentoring and coaching
- recruitment and retention of teaching staff
- technology and other resources focussed on supporting high quality teaching and learning

Targeted academic support which includes:

- interventions to support language development, literacy, and numeracy
- activity and resources to meet the specific needs of disadvantaged pupils with SEND
- teaching assistant deployment and interventions
- one to one and small group tuition
- peer tutoring

Wider strategies which include:

- supporting pupils' social, emotional and behavioural needs
- supporting attendance
- extracurricular activities, including sports, outdoor activities, arts, culture and trips
- extended school time, including summer schools
- breakfast clubs and meal provision
- communicating with and supporting parents

Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.

Across all tiers, schools should also consider how funding is used to support:

- effective identification of pupil needs, for example through diagnostic assessment
- successful implementation of approaches
- effective monitoring and evaluation of approaches

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Monitoring

Pupils' progress and attainment is closely monitored on a termly basis by key Governors. Pupils' progress and attainment is also monitored by class teachers, SENDCo and SLT in termly SEND 'Core+' meetings. It will also be updated if any changes to the information are made during the year.

Reporting

The Headteacher has a statutory responsibility to report on SEND to the Governing Body. The SENDCo submits a termly inclusion report to Governors which includes:

- An account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium versus non-Pupil Premium pupils;
- An outline of any changes made to provision that have been made since last meeting;

- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will also ensure that an annual statement is published on how Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

Information about this policy

This policy has been co-produced with parents, staff and governors. This policy will be reviewed annually by the SENDCo in conjunction with the Headteacher. This policy is brought annually to the Full Governing board to be approved each year.

Copies of this policy can be obtained from the school's website (under the Inclusion tab) or requested from the school office. Please let the school office know if you need this document to be made available to you in a different format e.g. large font.

Complaints

Any complaints against decisions made in line with this policy should be followed in accordance with the school's complaints policy.

APPENDICES

Appendix 1

Roles and responsibilities of the Inclusion Lead and SENDCo

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Coordinate arrangements with class teachers regarding those pupils with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Work with the LAC teacher to ensure reports are kept and funding is supported throughout
- Ensure that LAC provision such as key Governor, link with virtual school and well-being are all met

Appendix 2

Roles and responsibilities of the designated teacher for Looked-After Children

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with the Virtual School - Recognise and support their roles as they have been extended under Keeping Children Safe in Education 2023.
 - Promoting a whole school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their parents, carers and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to involve parents and guardians of previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

Appendix 3

Roles and responsibilities of the Governors for Looked-After Children and Inclusion

The Inclusion and LAC Governors champion all issues of Inclusion, including special educational needs within the work of the governing body and, through regular liaison with the SENDCo, has specific oversight of the school's arrangements and provision for meeting special educational needs.

Specifically they:

- Help to raise awareness of SEND, Inclusion and LAC issues at Governing Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Monitor the work of the designated lack teacher in particular the use of money and processes of the Virtual School
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Support the work of the Pupil Premium team ensuring that 'Pupil Premium Spend' is effective