



Felbridge Primary School

Finding the best in everyone.

SEND Information Report 2025-2026

This report outlines how Felbridge Primary School implements their SEND policy which is available on the school's website. The information within the report is updated annually and is linked to responses from the wider school community.

Felbridge Primary School is a mainstream setting that complies with the requirements outlined in the SEND Code of Practice (2015). The school prides itself on promoting its core values of **challenge, curiosity, creativity, courage and compassion** through a broad and balanced curriculum so children can be the best version of themselves.

At Felbridge, we value all members of the school community and are committed to working together.

Please find below contact details if you would like to contact us in relation to SEND:

Headteacher: Mrs Emma Thorp

SENDCo: Mrs Becky Ruffels (senco@felbridgetft.co.uk)

SEND Governor: Mrs R Flint

Surrey Local Offer: [Surrey Local Offer](#)

Definition of SEND

At Felbridge Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

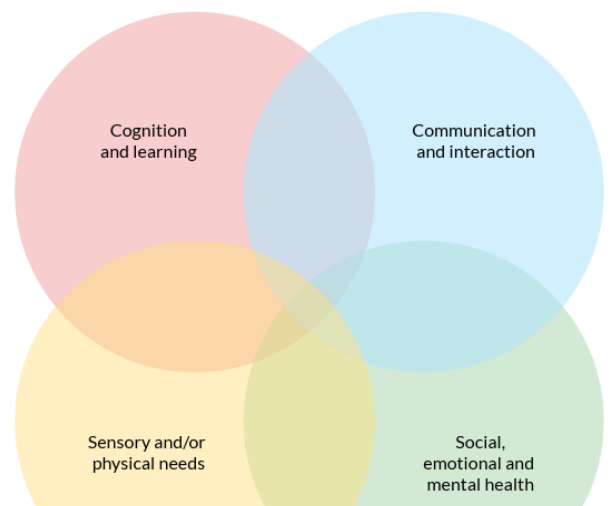
SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. **A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others 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 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**'.

What types of support are provided at Felbridge?

The type and level of support will depend on the nature of each child's needs and disabilities. Our provision matches the four broad areas of need as outlined in the SEND Code of Practice (2015):

- Cognition and Learning – specific learning difficulties such as dyslexia.
- Communication and Interaction – Autism or Speech and Communication Difficulties
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder (ADHD)
- Sensory and/or Physical – hearing or visual impairments and physical disabilities.

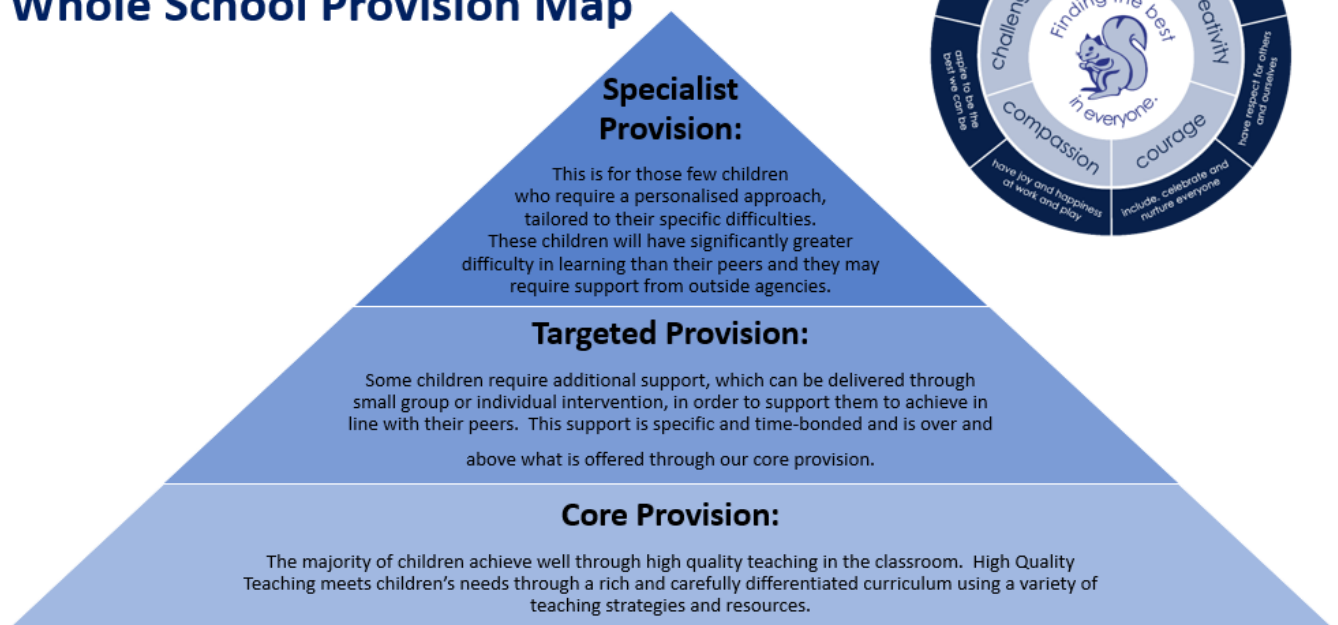


Illustrated in the Education Endowment Foundation's SEN in Mainstream School's Guidance Report, 2021.

It maybe that a pupil's needs can co-occur in more than one area.

At Felbridge, we have a tiered level approach to supporting children's needs.

Felbridge Primary School Whole School Provision Map



See our 'Whole School Tiers of Provision' document which outlines, in more detail, the provision we offer to support our pupils through the four broad areas of need.

How does Felbridge know if children need additional support and what can I do if I think my child has a special educational need or disability (SEND)?

At Felbridge Primary School, we identify the needs of pupils by considering the needs of the 'whole' child, not just focusing on their specific special educational needs. Other factors which need to be considered will include aspects such as: attendance and punctuality; health and welfare; English as an Additional Language (EAL); being a Looked after Child; being in receipt of the pupil premium grant.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

We carry out assessments and monitoring by:

- Carefully tracked data and assessment meetings
- Observation of children
- Pre-reception meetings
- Liaising with parents/previous settings
- Feedback from Teaching Assistants (TAs)
- Medical and health diagnosis with support of doctors/hospitals.

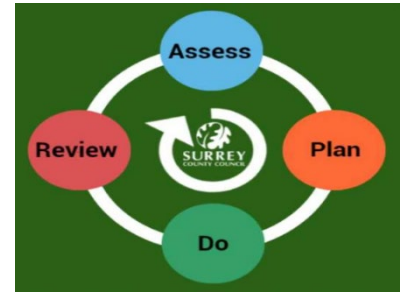
This may also include progress in areas other than attainment, for example, social needs. Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In deciding whether to place pupils on the SEND register, we follow the SEND Code of Practice (2015). This advocates following the graduated approach of an *assess, plan, do, review* cycle (outlined below) and places the child at the centre of all decisions. If, following a period of support, a child's difficulty is identified as being significantly greater than the majority of others of the same age, and requires educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting, they will be placed on the SEND register. The register is a working document that changes according to the current needs of the pupils; children can, and do, move on and off the register.

How do we assess and review pupils' progress?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess – The class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This will include drawing on the teacher's assessment and experience of the pupil, the pupil's previous progress, attainment and behaviour, other adults' assessments, where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the pupil's own views and advice from external support services, if relevant.



Plan – The teacher and SENDCo will agree, in consultation with the parent/carer and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Do – The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work with the SENDCo and any specialist or identified staff, to plan and assess the impact of support and interventions.

Review – The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/carers. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue. The SENDCo may decide to seek advice from external agencies in agreement with the parent/carer (normally if progress rates are judged to be inadequate despite the delivery of high-quality teaching and interventions). Where a child is seen to have made sufficient and sustained progress, and it is felt that they are able to maintain this with high quality teaching, they will be removed from the SEND register.

What are the arrangements when consulting parents and carers?

We have an open-door policy. Class teachers and/or the SENDCO will always listen to concerns raised by parents/carers, external agencies, or the pupil's previous school, regarding a pupil's level of progress or inclusion. We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. We will formally notify parents/carers when it is decided that a pupil will receive SEND support and if they will be added to the SEND Register.

Other ways we communicate with parents/carers:

- Class teachers produce an annual written report for all children in their classes in the summer term and encourage parents to make an appointment to discuss their child's progress with them.
- Two parent consultation evenings each year, one in the autumn term and one in the spring term.
- Where a child has an EHCP, a formal annual review of the plan will be held with the parents, key staff, external support and include the child's voice too. This will then be passed onto the local authority.
- Children with special educational needs have their Learning Progress Plans (LPPs) reviewed termly by the class teacher/SENDCo and other staff members who are involved with the targets. These are shared with parents and children termly; they are both encouraged to take an active role in this process. This might involve discussing their own/their child's progress, the targets and interventions and ways they can work on/support their child at home.

How are children with SEND consulted about their education?

The SENDCo liaises with key staff in the school where there are concerns about progress or engagement of a pupil. This is done through more formal termly 'Learning Progress Plan' meetings, as well as an open-door policy allowing teachers to drop in and share information or ask for advice. Following the sharing of information, decisions are made as to the most appropriate support to put in place for the pupil. Pupils are then spoken to regarding progress/concerns and the plan moving forward. Their views are central to decision making as their engagement is key to ensuring progress. Where there are concerns that the difficulties faced are on-going and significant, a Learning Progress Plan (LPP) will be put in place to ensure all staff are aware of the child's wishes and strategies to support them.

How do we support pupils moving between phases?

We aim to make pupils and their families feel welcome and valued. We have a robust induction programme in place for welcoming new pupils to our Reception class which involves: two visits to our setting in the term before they start school; an invitation to lunch before spending the afternoon in the Reception class; a visit by our Reception class staff to children in their pre-school setting, wherever possible and a one-to-one visit, by the Reception class staff (and SENDCo where appropriate) to the child and their family, at home. We send home a Class R Handbook with photos of the school and staff, visual information that parents/carers can look at with their child before they start in our setting, as well as information to help parents/carers support their child as they start school. We have a staggered start in Reception with Autumn, Spring and Summer born children starting on different days before they all come together.

In-year transition of children is supported with a clear buddy system to ensure new pupils are welcomed and quickly able to settle into their learning. Transition and preparation for the next stages of life are a strong focus of our PSHE programme.

We have close links with the two local secondary schools. When moving onto secondary school, all children with SEND will be offered enhanced transition sessions, involving both primary and secondary support teams. We will share relevant information with the school or other setting the pupil is moving to. We will agree with parents/carers and pupils appropriate transition arrangements, as well as which information will be shared as part of this.

What is Felbridge's approach to teaching pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils, e.g. through: adapted activities, resources, use of simple language, writing frames, visual timetable, visual cues, multi-sensory approaches, etc.

We also provide support to children with SEND through a range of interventions. Our aim is to match the intervention to the child's needs and so the interventions we have running at any one time vary depending on the current needs in school. We are currently able to provide the following interventions, as necessary:

- Speech and language support
- Individual and small group, specifically tailored, sessions run by teaching assistants
- Song of Sounds phonics boosters
- ELSA (Emotional Literacy Support Assistant)
- Pets As Therapy – weekly reading session with a therapy dog
- Pre-teaching
- Touch-typing
- Fidget tools
- Covered overlays
- Zones of regulation – colour monsters
- Specialist support from external agencies
- Movement breaks with exercise locations

Interventions are monitored and evaluated to maintain high quality provision. We use a provision map to monitor impact and cost effectiveness of this support, and this helps us in ensuring that the provision in place addresses the needs of the pupils as required. We use Surrey's Inclusion and Additional Needs Schools Service Offer to support our decision making.

What other professionals do the school involve in meeting the needs of children with SEND and their families?

At Felbridge, we prioritise the holistic development of each pupil, which may sometimes require collaboration with external agencies. This may involve seeking the help and advice from a range of specialist agencies such as:

- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAHMS)
- Specialist Teachers in Inclusive Practice (STIP)
- Educational Psychologist consultations between the class teacher/SENDCO and EP about a pupil

- Mindworks Neurodevelopmental Service
- Woodlands Autism Outreach
- Occupational Therapy (OT)
- YMCA East Surrey – Emotional Wellbeing and Mental Health Service
- Physical and Sensory service (PSS)
- Surrey Parent Partnership
- Early Help and Social Care

A referral for support for an outside agency will only be made with parent/carers consent. The impact of intervention will be regularly assessed, and the additional support plan and targets will be reviewed.

What adaptations to the curriculum and learning environment do we make at Felbridge to support the learning of a pupil with SEND?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, through flexible grouping, 1:1 work, teaching style, content of the lesson, presentation of materials etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Termly Pupil Progress and/or Progress Plan Meetings, run by the Senior Leadership Team/SENDCo, help us monitor children's attainment and progress – decisions are made about appropriate next steps.
- Termly meetings to review Learning Progress Plans for children on the SEND register allow us to monitor and review children's progress towards individual, personalised targets.
- We run various group and one-to-one interventions to meet children's specific needs.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer support and collaborative learning. Felbridge will ensure that the extra-curricular activities are barrier free and do not exclude any pupils.
- All our pupil learning areas are on the ground floor and all corridors are wide enough to accommodate wheelchairs. We have adaptations to the building to accommodate children with disabilities including a disabled entrance to the school and a disabled toilet.
- We have an Accessibility Policy which the school adheres to.
- Where appropriate, we draw on the expertise of outside agencies and specialists.

How do we secure services, equipment and facilities?

- We have a number of established relationships with professionals in health, social care and the Local Authority Specialist Services including Behaviour Support, Language and Literacy Support, the Educational Psychology service, School Nurse

Team and the Child Protection Team, amongst others. Referrals can be made to any of these teams.

- A need for specific equipment and changes to our facilities to support a pupil with SEND will be led by the advice of professionals involved with the pupil. This could be from Educational Psychology, Physiotherapy, Occupational Health, Speech and Language Therapy, amongst others. These professionals will be able to advise on sourcing equipment recommended and wherever possible the funding available through the Local Authority to support its provision.
- When buying in services, we monitor the impact of any intervention against cost, to ensure a value for money service.
- Where adaptations to facilities are required to meet the needs of a pupil with SEND, it will be necessary to ensure that these changes are made before the pupil joins the school.
- At any time, the need for additional resources to support a pupil with SEND may be identified, and these will be purchased through the school's SEND resources budget.
- We regularly invest time and money in training our staff to improve core* provision delivery and to develop enhanced skills and knowledge in the delivery of targeted* and specialist* interventions.

* Core provision refers to inclusive high-quality teaching; targeted provision refers to additional interventions to enable pupils to work at age related expectations; specialist provision refers to highly personalised interventions.

How do we evaluate the effectiveness of SEND provision?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' progress towards their targets through, termly Progress Plan meetings between the child, SENDCo and class teacher.
- Reviewing pupils' progress using class teacher tracking data and statutory assessments.
- Keeping intervention records and reviewing the impact of interventions after a set period of time.
- Monitoring by the SENDCo, including lesson observations, book-looks and pupil conferencing.
- Holding annual reviews for pupils with EHC plans.

The SENDCo oversees all additional support and regularly shares updates with the Senior Leadership Team and the SEND Governor and also writes reports for the full governing body.

How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

- No pupil is excluded from taking part in an activity because of their SEND, and accommodations will be made wherever necessary.

- All our extra-curricular activities and school visits are available to all our pupils.
- Wherever possible, our before-and after-school clubs are available to all our pupils.
- All possible accommodations are made to ensure all pupils can attend our residential trips in years 4 and 6, as well as class trips in all other year groups.
- All pupils are encouraged to take part in sports day, school plays and educational workshops.

How will a looked after or previously looked after child be included?

We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support with their progress and engagement within the learning environment. Our SENDCO is also the Designated Teacher for Looked After Children who meets with Children's Services and the Virtual School to ensure the pupil's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the pupil.

How does Felbridge support emotional and social development?

- All our staff are trained to provide a high standard of pastoral support.
- In the first instance, every child has a class teacher who they can talk to in order to share any concerns.
- We have a dedicated ELSA (Emotional Literacy Support Assistant) to whom children are referred. Referrals are made if it is felt that a social or emotional barrier is preventing a child from accessing learning opportunities.
- We also make referrals to outside agencies such as the Surrey Specialist Team for Inclusive Practice (STIP) and/or Child and Adolescent Mental Health Service (CAMHS).
- Our Behaviour Policy includes guidance on expectations, rewards and sanctions and all staff are united in implementing these consistently and fairly. We have a zero-tolerance approach to bullying in the school and, on rare occasions when bullying does occur, address the causes of bullying as well as dealing with the negative behaviours associated with it.
- Our PSHE programme has a strong focus on the development of emotional and social development.
- Pupil voice is central to our ethos, and this is encouraged in a variety of ways, with our School Council representatives taking a lead on this.
- Every class has a 'Things I'd like my teacher to know box'. This provides all children with the opportunity to share worries and/or positive points with their class teacher who then follows up on resolving issues.
- We regularly monitor attendance and take the necessary actions to prevent prolonged, unauthorised absence, as well as persistent absenteeism and repeated lateness.
- This academic year, Felbridge is participating in the Surrey Nurturing Surrey Schools Programme. Senior Leadership are leading the training on using nurture - a practice that helps children develop their social and emotional skills and has been shown to improve behaviour, attendance and attainment, and reduce exclusions.

What are the arrangements for handling complaints about the provision made at the school?

The 'Responding to Parents Concerns' statement can be found on the school website www.felbridgeprimary.com or a hard copy can be obtained from the main school office. Surrey's/TLT complaints procedure outlines the formal steps the school will take in handling each complaint.

- In the first instance, if a parent/carer has a concern, they are always encouraged to speak to their child's class teacher.
- If the matter cannot be resolved at this stage, then the SENDCo will become involved, and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.
- If necessary, the Headteacher and/or the Deputy Headteacher will become involved.
- Where a resolution between the parent/carer and school cannot be reached, parents/carers will be advised to seek external support through the Surrey Parent Partnership now known as Surrey Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS).
- The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child(ren). They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

SEND Advice Surrey

3 Consort House

5-7 Queensway

Redhill

Surrey

RH1 1BY

Tel: 01737 737300

Website: <https://sendadvice.surrey.org.uk/>

The local authority local offer

The Surrey County Council Local Offer can be found at the Surrey County Council website www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page where parents/carers can access specific information about resources, advice and provision for children with SEND.

Other useful websites which provide additional support and information to parents/carers of children with SEND include:

SEND Advice Surrey – <https://sendadvicesurrey.org.uk/>

Mindworks Surrey – <https://www.mindworks-surrey.org/>.

Monitoring arrangements

This SEND information report will be reviewed by the SENDCo, **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.

Links with other policies and documents

These policies, amongst others, are also available on our website or from the school office.

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Complaints Procedure
- Safeguarding and Child Protection Policy
- Safeguarding Statement
- Supporting Pupils with Medical Conditions