



Trumps Green Infant School Send Information 2026-2027

Trumps Green Infant School is a mainstream, inclusive school that is committed to ensuring that every child achieves their full potential. This SEND Information Report complies with the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015), the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. For further details 'Outlining School Admissions for Children with Special Educational Needs' go to [School admissions - Surrey County Council](#)

The SEND policy, which can be found on the school's website, identifies our aims and objectives for children with SEND and also describes the processes used within school to support these children.



What is SEND?

Trumps Green Infant School recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age.
- Require provision different from or additional to that normally available to pupils of the same age.
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.

This is defined in the Special educational needs and disability code of practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice: 0-25 years (January 2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

At Trumps Green Infant School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.



	SEND is categorised into the following areas in the SEND Code of Practice: 0-25 years (January 2015): <table> <tr> <td> </td><td> Cognition and Learning This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration </td></tr> <tr> <td> </td><td> Communication and Interaction Difficulties might include understanding or using language and communicating socially with others </td></tr> <tr> <td> </td><td> Social, Emotional and Mental Health This might include difficulties such as experiencing high anxiety, stress, distress or anger </td></tr> <tr> <td> </td><td> Sensory and Physical This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment </td></tr> </table>		Cognition and Learning This might include difficulties with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration		Communication and Interaction Difficulties might include understanding or using language and communicating socially with others		Social, Emotional and Mental Health This might include difficulties such as experiencing high anxiety, stress, distress or anger		Sensory and Physical This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment
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Who can I talk to about my child's SEND?	If you have any concerns about your child's progress or development, please speak to your child's class teacher in the first instance. They know your child best and will discuss your concerns with you. If further advice is needed, our SENCO Mrs Hazell will be happy to meet with you to discuss the next steps and any additional support that may be appropriate. Our SEND Governor is Chris Hamilton								
	At Trumps Green Infant School we: • Work in partnership with parents/carers and pupils • Use assessment tools and materials • Use observations								



How do you identify and assess need?

- Consult with relevant external agencies

All our teachers are trained in SEN and monitor pupils who aren't making expected progress. If a teacher notices a pupil is falling behind, they will try to identify gaps in their learning and give the pupil additional teaching to address the gaps. The teacher will complete an Initial Concerns form. If the pupil continues to not make the expected progress the teacher will meet with the SENCO and will contact parents to discuss the possibility that the pupil has SEN.

The SENCO will observe the pupil to understand what their strengths and difficulties are. The SENCO will ask the parents opinion and seek the pupil's views as well so that their needs will be met through a pupil centred approach.

We recognise that children learn and develop at different rates. Slow progress and low attainment do not automatically mean that a child has SEND, and equally, children with high attainment may also have SEND.

Pupils will be involved in creating their one-page profile as well as identifying and celebrating their progress, raising self-esteem. School may also, where appropriate, ask for the opinion of external experts such as speech and language therapists, educational psychologists or health professionals.

Based on this information the SENCO will decide whether the pupil needs SEN support. If the pupil does need SEN support the parent will be told of this and the pupils name will be added to the SEND register. The class teacher will write an Individual Support Plan for the pupil and share this with the parents.

School will follow a Graduated Response approach:



	Assess If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary. Plan In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. Review We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer. Do We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended		
 SEN What should I do if I think my child has SEN?	If you think your child might have SEN the first person you should tell is your child's teacher. The class teacher will discuss your concerns with you and then pass the details to the SENCO. You can also contact the SENCO through the school office.	The SENCO and class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.	If we decide that your child needs SEN support we will notify you and your child will be added to the SEND register



How do you evaluate progress?

Whenever we run an intervention with a pupil, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on the pupil's progress.

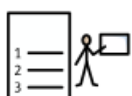
We will track pupil's progress towards the outcomes we set over time and improve our offer as we learn what the pupil responds to best.

Interventions will be documented in pupils Individual Support Plans (ISPs) these are reviewed on a half termly basis and shared with parents.

All SEND pupils and their progress are discussed in termly meetings with their class teacher and SENCO.

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.

A small percentage of pupils with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan**. An EHC assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met. In addition pupils with an EHCP have annual reviews (bi-annual in Reception).



How do you adapt the curriculum and learning environment for children and young people with SEN?

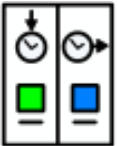
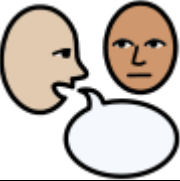
At Trumps Green Infant School we adopt a graduated approach to meeting needs. Most children at our school will have their special educational needs met through excellent classroom practice. This is called **High Quality Teaching** (universal). **High Quality Teaching** is the first step in responding to pupils who have or may have SEND. This includes carefully planned lessons, adaptive teaching, high expectations, appropriate scaffolding and reasonable adjustments to enable every child to access learning. Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that high quality teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENCO. If required, the child is given **additional school**

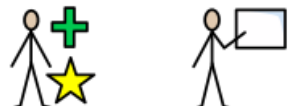
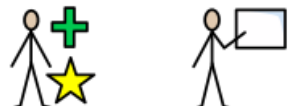
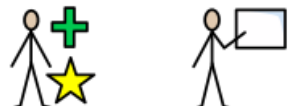


support (SEN support) which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, an Individual Support Plan (ISP) would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

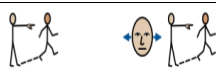
Examples of additional school interventions at Trumps Green are:

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	NELI – Nuffield Early Language Intervention
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction
		
Number stacks	Phonics keep up	Sensory circuits



	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>ELSA (Emotional Literacy Support Assistant)</td><td></td><td>Colourful semantics</td><td>Zones of Regulation</td></tr></table>					ELSA (Emotional Literacy Support Assistant)		Colourful semantics	Zones of Regulation								
																	
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	A child who, despite having extra provision is still failing to make significant progress, may be identified as having Specialist SEND Support (Specialist Support). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include: <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Speech and language</td><td>Educational psychologist</td><td colspan="2">STIP (Specialist teachers for inclusive practice)</td></tr><tr><td></td><td></td><td colspan="2"></td></tr><tr><td>Occupational therapist</td><td>Primary mental health work</td><td colspan="2">MindWorks</td></tr></table> We have an Accessibility Plan in place and make reasonable adjustments to improve the accessibility of our environment, equipment and facilities for our SEND pupils. Examples include steps marked with yellow paint to increase visibility, disabled toilets, ear defenders for noise sensitive pupils, sloping board and magnifiers to support visual impairment, Chrome books, specialist chairs provided by the Occupational Therapy department or foot rests. A copy of the full plan is available on our website or can be requested via the school office. Our policy and practice adheres to The Equality Act 2010.					Speech and language	Educational psychologist	STIP (Specialist teachers for inclusive practice)						Occupational therapist	Primary mental health work	MindWorks	
																	
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 What specialist equipment is available and what site adjustments are there?	We are committed to ensuring that children and young people with SEN are enabled to engage with activities available with children in the school who do not have SEN. The school has a range of equipment to ensure access to both the curriculum and the school site. There are disabled toilets, ramps and writing aids. In accordance with the Equality Act (2010), we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage. More information can be obtained by contacting the SENCO.																



 How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?	We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with learning activities regardless of their needs. Our Equality Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns regarding safety and access, further thought and consideration is put in place to ensure needs are met, when possible, through reasonable adjustment. Where applicable parents/carers are consulted and involved in planning. Risk assessments and Behaviour Plans are put into place where necessary.															
 Which staff will support my child and what training do they have?	Our SENCO is a qualified teacher. All or some of our members of staff have been trained in: <table><tr><td>  Mental health </td><td>  ADHD </td><td>  ASD </td></tr><tr><td>  PDA </td><td>  Trauma informed teaching </td><td>  Emotions coaching </td></tr><tr><td>  Zones of regulation </td><td>  De-escalation </td><td>  Colourful Semantics </td></tr><tr><td>  ELKLAN speech and language </td><td>  Precision teaching </td><td>  Dyslexia </td></tr><tr><td>  </td><td>  </td><td>  </td></tr></table>	 Mental health	 ADHD	 ASD	 PDA	 Trauma informed teaching	 Emotions coaching	 Zones of regulation	 De-escalation	 Colourful Semantics	 ELKLAN speech and language	 Precision teaching	 Dyslexia			
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	Phonics and phonics interventions	Number stacks	Specific training linked to medical needs – Diabetes, severe allergies and epilepsy
			
	Bucket time	Lego therapy	Makaton
			
	Positive touch	Attachment	
 How will both you and I know how my child is doing and how will you help me support their learning?	• In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher once a term to review the short-term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible at the end of the day. Your child's progress will be continually monitored by their class teacher. • Progress will be reviewed formally and tracked with the Senior Leadership Team every term in reading, writing and numeracy. • Pupil progress meetings are held termly to discuss pupil's progress • The SENCO meets termly with each class teacher to discuss pupil's progress • The SENCO and SLT carry out learning walks which include reviewing effectiveness of provision • Where necessary, children will have an Individual Support Plan based on targets specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. • The progress of children with an Educational Health Care Plan (EHCPs) will be formally reviewed at an Annual Review. • Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. • The school delivers reading information meetings and year group welcome meetings to discuss learning in that year group and how parents can support at home.		



	We send newsletters; there is information on the school website and useful links.
 What are the arrangements for supporting children and young people in moving between phases of education?	Nursery to Reception We have good relationships with any feeder settings as well as the settings children move on to. We share information to support pupils' learning and well-being at transition. We liaise with our feeder nurseries and pre-schools to discuss any pupils with special needs, visiting where possible, in order to have the right provision set up for pupils when they join us. We have an induction programme in place for welcoming all new learners to our setting. We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the Headteacher, class teachers and SENCO. We hold 'stay and play' sessions in the summer term in preparation for pupil's September start. Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets, taster sessions in each new class and a` timetabled transition programme. The pupils have lots of opportunities to meet their new teachers and familiarise themselves with their new environment. Year 2 to Junior School We have meetings with our local junior schools. During these meetings we share an overview of all our learners including those who have SEND. Good practice is shared so that transition to the next phase is made easier. Visits to the local junior schools are also organised and we fully encourage all our learners to attend induction days. Further visits can be arranged if it is felt that this will benefit the pupil and social stories are set up where this is appropriate to support pupils. The annual review in Year 1 for pupils with an EHCP begins the process where parents are supported to make decisions regarding junior school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is



	comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate. Mid-year transitions Any pupils moving mid-year have the opportunity to meet the SENCO.
  Support for Emotional and Social Development	We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. We have an Anti-Bullying Policy and the pupils have created a friendship booklet. Our Positive Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. The Values Curriculum, Safeguarding Curriculum and British Values are integrated into the curriculum and these are further supported through our Jigsaw PSHE curriculum, assemblies and the school council. All pupils are supported with their social and emotional development throughout the school day, through the curriculum, our zones of regulation, emotions coaching and extra-curricular activities. Pupils who need support with social relationships or to raise self-esteem will be put forward for our ELSA group or to work 1:1 with trained ELSA. We can refer to our Primary Mental Health worker where appropriate. We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. All staff have received 'Adminstrating Medicine' training'. In some cases, staff may require additional training to support the needs of individual children. We have a medical policy in place and Individual Health Care Plans. Pupils' views are central to our ethos and are sought individually or through school council and other forums.
 What provision is there for Looked After Children with SEN?	Our Designated Teacher for Looked After Children (CLA) is Sarah Morris:  She works to ensure all teachers in school understand the implications for those looked after children and have SEN. We work closely with the Virtual School who are there to ensure



	effective systems are in place for CLA. Some children may not be diagnosed when they are first looked after and we work with carers to address any concerns and assess and address any SEN needs. Looked After Children with SEN are supported in school and have a one plan which is regularly reviewed. All CLA have a statutory Care Plan which is drawn up by the local authority. The Electronic Personal Education Plan (EPEP) is a legal part of the care plan and is a statutory requirement for CLA in education. We ensure that CLA have a PEP which is also reviewed every term. The one plan and PEP should work together. If a CLA with SEN requires further assessment for an EHCP this will be done in a timely manner.
 What is the Local Offer?	The 'Local Offer' is a requirement for the local authority to provide a place where parents, carers and young people can find out information on what schools and services there are and what they can provide for children and young people with Special Educational Needs. This will enable parents, carers and young people to understand what is available to them in the local area and make informed choices. Surrey local offer can be found: https://www.surreylocaloffer.org.uk SENDIAS SEND Advice Surrey is Surrey's statutory Special Educational Needs and/or Disabilities Information, Advice and Support (SENDIAS) service for children and young people aged 0 to 25 years with additional needs and/or disability, their parents/carers and professionals. Surrey SENDIAS: SEND Advice Surrey
 What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	The well-being, needs and achievements of each individual are central to our school ethos and we welcome all communication with parents in order to maximise the self-esteem and attainment of every pupil. We have an 'open door policy' and if a parent has a concern, they are encouraged to speak to the class teacher in the first instance. If the matter cannot be resolved at this stage, then the SENCO and Headteacher may become involved and a meeting convened in order to look for a resolution to the issue. After this stage the Headteacher and nominated governors continue communications according to our complaints procedures policy. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through SENDIASS. A copy of the school's complaints procedure



	can be requested. This will outline the formal steps the school will take in handling each complaint.
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	Where concerns relate to decisions made by the Local Authority regarding an Education, Health and Care (EHC) needs assessment or an Education, Health and Care Plan (EHCP), parents will be informed of their rights to independent disagreement resolution, mediation and, where appropriate, appeal to the First-tier Tribunal (Special Educational Needs and Disability).
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