



SEND Information Report

Updated – November 2025

The Special Educational Needs and Disabilities Information Report (SIR) sets out how a setting applies their SEN policy in practice and is different to the SEN Policy.

The arrangements for meeting the needs of learners with SEND described below form part of Surrey’s local offer for SEND. Full details of Surrey’s provision and services for children and young people with SEND can be found on [Local Offer parents and carers - Surrey County Council](#)

<p>1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>Identification through contact with Pre Schools. The school admits children from as many as 18 different settings. We visit all those who indicate that children may have a special educational need or disability and talk with any professionals involved. Home visits are arranged for all children starting Reception in order to get to know your child better in their familiar environment.</p> <p>We use an internal tracking system which is reviewed with the Special Educational Needs Co-ordinator (SENCO) and class teacher every term.</p> <p>We work closely with the school’s attached nurse and Multi Professional Team who are able to share any appropriate information. We also work with local authority professionals who provide Speech and Language or Autism Outreach support for example.</p> <p>How will I be able to raise any concerns I may have?</p> <p>Parents may share the needs their child has with the class teacher in person, during a telephone conversation or via email and ask us what we can do to meet the needs. It may be a specific need e.g. – hearing or sight or it may be a general concern that the child may not be progressing as they should. We find most concerns are around Speech and Language or delay in development and increasingly behaviour. Teachers are always happy to meet with parents to specifically discuss the needs of their child.</p> <p>Our welcome and induction letter invites parents to let us know if they feel their child may have needs or they are concerned about anything. You may always raise concerns with the SENCO, Mrs Gregory.</p> <p>If the school is specialist which types of special educational need do you cater for?</p> <p>We are not a specialist setting. However, our staff regularly update and renew their Special Educational Needs and Disability (SEND) training and we have a wealth of experience supporting children with a variety of needs including children who have delayed Speech and Language, reduced hearing, sight, children with Downs Syndrome or have developmental needs due to developmental delays.</p>
<p>2. How will the school staff support my child/young person?</p>	<p>Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me?</p> <p>We work very much as a team PARENT/CLASSTEACHER/LEARNING SUPPORT ASSISTANTS (LSA)/SENCo. Class teachers are usually available after school for any immediate concerns. We meet with parents every term and in addition to that, we meet with parents of children on the SEND register to review their School Support Plan every 8-12 weeks. You will find that staff are available on request to discuss any concerns or questions either by phone call or in person after school.</p> <p>How are the school governors involved, and what are their responsibilities?</p> <p>We have 2 Governors who are specifically responsible for working with the SENCo and overseeing the support in this area. The Governor responsible for SEND meets with the SENCo to discuss how SEND is organised and managed in the school. The SENCo presents an annual report to Governors about SEND in the school. They update Governors on training, successes and areas to be developed.</p> <p>How does the school know how effective its arrangements and its provision for children and young people with special educational needs are?</p> <p>We measure our effectiveness by closely tracking children’s progress. This can be measured using internal data and by our observations. We also work in partnership with parent/carers using the child’s School Support Plan (SSP) or Education Health Care Plan (EHCP) to make sure they are happy with the support plan and they are clear about how they as parents can help their child.</p>
<p>3. How will the curriculum be matched to my child’s/young person’s needs?</p>	<p>What are the school’s approaches to differentiation?</p> <p>We use assessment for learning strategies and this enables the staff to find out where children are in terms of their knowledge, understanding and skills. Work is then adapted and prepared appropriately. Our teachers work in year group pairs and discuss any difficulties they are having along with areas that have been successful in moving children on. Sometimes children work individually with a member of staff, in a small group or whole class. Our adaptive curriculum meets the needs of groups and individuals through scaffolding, questioning and challenge.</p> <p>How will that help my child/young person?</p> <p>The child feels included and that their needs are being met. Learning opportunities are matched to the needs of each child and they will experience success.</p>

<p>4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</p> <p>Parent Consultations and informal meetings keep parents informed of their child's progress. For children on the SEN register, progress will be discussed at the beginning of a School Support Plan or EHCP and regularly during the term, which is usually no more than 8-12 weeks. We will always make ourselves available between these times if needed and regular end of day snippets can be shared. We sometimes use home/school link books to share information and continue to use the Tapestry App to document progress through Key Stage 1 for some children.</p> <p>How does the school know how well my child/young person is doing?</p> <p>Our staff are experienced practitioners and are continually assessing children's progress. Regular professional discussions with the SENCo ensure all are aware of successes and challenges.</p> <p>How will I know what progress my child/young person should be making?</p> <p>Parents are informed of age related expectations for all year groups on our Year Group pages and documents are shared at Curriculum Information Evenings.</p> <p>What opportunities will there be for regular contact about things that have happened at school e.g. a home/school book?</p> <p>Regular updates and the opportunity to see children's work. Reception parents are able to visit the class during drop off most mornings. We will happily share successes and ask for your help. A planned meeting will take place regularly to share progress of any intervention and to review your child's progress towards any targets.</p> <p>How will you explain to me how his or her learning is planned and how I can help support this outside of the school? How and when will I be involved in planning my child's/young person's education?</p> <p>We meet with parents to thoroughly discuss any plan or intervention work and which professionals we may need to access for support.</p> <p>Do you offer any parent training or learning events?</p> <p>We signpost parents towards specific training if needed for example, parenting courses for children with Autism Spectrum Disorder (ASD) or Social Emotional Mental Health (SEMH). We can also offer training in house via professionals eg – Speech and Language Therapy (SALT), Educational Psychologist (EP), Specialist Teachers for Inclusive Practice (STIPs).</p> <p>Workshops are held for parents to train in areas such as supporting their child with reading and phonics. We also offer opportunities to join parent information sessions at The Greville when relevant.</p>
<p>5. What support will there be for my child's/young person's overall well-being?</p>	<p>What is the pastoral, medical and social support available in the school for children with SEND?</p> <p>We provide strong pastoral support. Our school prides itself on the time and effort we take to make sure ALL our families feel welcome and able to share concerns. We have an open-door policy where parents are able to pop in to see the SENCo most days or within 24hrs. We have a trained Emotional Literacy Support Assistant (ELSA) who supports children with emotional challenges. We provide a dedicated space for these sessions to take place where children feel safe and welcome. We have a well-established PSHE curriculum which is a strength at the school. We will coproduce any medical plans with parents and professionals.</p> <p>How does the school manage the administration of medicines and providing personal care?</p> <p>We have individual medical plans for those children who need them. We work closely with health professionals and parents to complete these to everyone's satisfaction.</p> <p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p> <p>Expectations are high, staff model best behaviour and we only have three very easy school rules- Be kind, Be safe, Be ready. We always follow up any absences on the day of absence. We would consider every option to keep children learning at school to avoid exclusion.</p> <p>How will my child/young person be able to contribute his or her views? How will the school support my child/young person to do this?</p> <p>We encourage children to be partners in their education by exploring their interests and finding out how they like to learn or what they would like support with. This is all part of our assessment for learning practice. Children on the SEN Register contribute to their plan by answering questions such as 'what are you good at?' 'What would you like to be better at?' or 'What helps you to learn?' We also carry out pupil surveys once a year.</p>
<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<p>Are there specialist staff working at the school and what are their qualifications?</p> <p>We regularly provide training for our staff in areas that will support our children and families with specific needs. More details below – question 7</p> <p>What other services does the school access including health, therapy and social care services?</p> <p>We will always work with parents to consider any other services which could provide support for your child and refer with your permission. We have staff who are trained in delivering some specific support – Physi-Fun (an OT therapy for young children), Elklan for children who need support with speech and language development, Attention Autism – to build attention and focus. Please see more detail below question 7.</p>

<p>7. What training are the staff supporting children and young people with SEND having?</p>	<p>What specific courses/training have staff attended and what training is planned within the school development plan? (This should include recent and future planned training and disability awareness.)</p> <p>Our staff receive regular training. We have staff who have been specifically trained to administer interventions including,</p> <p>Speech and Language – we work with SALT professionals to devise a specific program for the needs of individuals. The program can be administered by our staff as well as a SALT professional as appropriate. We also have staff trained in specific SALT programmes such as ELKLAN.</p> <p>PHYSI-Fun – some staff have undertaken training in providing a physiotherapy program to support both fine and gross motor skills using fun equipment.</p> <p>Little Wandle Phonics Keep Up, Catch Up and SEND – 1:1 or small group work to support children with learning to read using phonics.</p> <p>ELSA – we have one trained member of staff in Emotional Literacy Support.</p> <p>Accessibility Plan - We also have a disability/access plan which is reviewed by Headteacher and Governors annually.</p> <p>Attention Autism – This is an intervention approach by speech and Language Therapist, Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking.</p> <p>Maketon – All staff received a beginner training course in signing Maketon and all staff in Reception completed Level 1-3 training in Maketon in September 2025.</p> <p>This year as part of our School Development Plan we are continuing our staff training in supporting children with Autism Spectrum Disorder (ASD), Attention Deficit/Hyperactive Disorder (ADHD) and Down Syndrome (DS). Our SENCo also regularly attends network meetings and conferences to ensure up to date and relevant changes that affect our families can be shared with staff and parents.</p>
<p>8. How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Will he or she be able to access all of the activities of the school and how will you assist him or her to do so?</p> <p>How do you involve parents/carers in planning activities and trips?</p> <p>Every child will be able to access all activities and trips. We ask parents to help us. We have a swimming pool and we encourage parents to use this out of school hours. We monitor those children who attend extra-curricular clubs and we actively encourage those that we feel would gain valuable experiences accessing financial support when appropriate.</p> <p>It may be appropriate to produce a special access plan for any school trips and adult/child ratios may need adapting. Our staff always visit providers we use beforehand and will ask for support if needed. This is organised well in advance of the trip.</p>

<p>9. How will the school prepare and support my child/young person to join the school and transfer to a new school or the next stage of education and life?</p>	<p>Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? The whole school is on ground floor level. We have ample access for wheelchairs and mobility scooters. Our new 'Honey Pot' is not currently wheelchair accessible, however plans are in place to build a ramp.</p> <p>Have there been improvements in the auditory and visual environment? We have a sound system to support hard of hearing children which can be installed in any room and can be moved as required. We have implemented all advice and applied for technical support when needed. Lighting in the hall and classrooms has already started to be replaced with LED providing less glare on surfaces.</p> <p>How does the school communicate with parent carers whose first language is not English or who have learning needs/disabilities? We have accessed support from professionals in this area such as REMA. We also work very closely with parents/carers ensuring information from meetings is recorded allowing parents to translate using an app.</p> <p>How will equipment and facilities to support children and young people with special educational needs be secured? This is considered when we know the expected cohort e.g. preparing for a child in Reception with Down Syndrome all staff communicating regularly with him were required to know Maketon signs. We recognised this was an opportunity to support more than just one child and so trained all staff. Whenever we improve an area of the school, access arrangements are always considered.</p> <p>Will my child have 1:1 support from an LSA? The support your child requires will vary. Sometimes an EHCP will specify 1:1 support for certain times/activity in the day and this will be provided. We understand that children need to build trusting relationships in order for adults to support them most effectively and that it is important children do not become over dependent on one adult to support them. In order to develop these independence skills children benefit from a range of support. We have experienced LSAs who work across the year group delivering interventions to groups as well as 1:1. All staff are teachers of SEND.</p> <p>What preparation will there be for the school and my child/young person before he or she joins the school? We will always meet with parents and make sure we are working with them for the best possible outcomes. We have a rigorous induction process that ensures teachers know the children and their needs well before they start. We know the importance of working with parents and will do so as soon as we become aware of any needs.</p> <p>How will he or she be prepared to move onto the next stage? We work closely with our transition schools, sharing information and passing on resources – sloping boards, specific chairs, visual timetables, IT resources or useful website links. We will arrange extra transition experiences for children if needed along with any other helpful information. In the past we have visited transition schools with parents and children and have taken photographs which have been made into a memory book to prepare for their next adventure. Teachers and the SENCO visit our school for professional transition meetings.</p> <p>What information will be provided to his or her new school? How will you support a new school to prepare for my child/young person? We arrange professional handovers and pass on any relevant documents, such as support plans. We meet with professionals from link schools and they are invited to any professional meetings in the lead up to the transition. We also encourage parents to discuss their child's needs with the receiving school. The SENCO is often in contact with local schools as children establish new routines offering support and advice.</p>
<p>10. How is the decision made about what type and how much support my child/young person will receive?</p>	<p>When a teacher is concerned that progress is limited, then the learner will be identified to the SENCO through Class Review meetings that occur termly. Usually the class teacher will complete a record of concern form and will discuss this with the child's parents. Their progress will be more closely monitored and support will be given as part of Quality First Teaching (QFT) and Ordinarily Available Provision (OAP). If the child continues to make less than expected progress despite intervention, the SENCO will decide alongside the class teacher and parents if a School Support Plan (SSP) will be required and the child will be placed on the schools SEN register. This is an internal system used to report SEN to governors and DfE. Your child's needs are assessed, considered, and then matched to the appropriate support we can provide with our resources. We work with parents and professionals to provide the best possible support at the appropriate time. Providing early support is key to supporting your child.</p> <p>What support is available during unstructured times? We have quiet spaces around the school and in classrooms which children can access as required. Some children like to join 'Calming Club' at lunch times, others need time to be quiet in a smaller group in the Honeypot. All lunchtime supervisors are well trained and most are also LSAs in school. The whole school will benefit from OPAL training in the coming year to support engagement on the playground/field during unstructured time at lunch/playtimes.</p> <p>How does the school judge whether the support has had an impact? We always monitor children's progress through our internal tracking systems and we regularly ask parents and children their views. When working with outside professionals, there is always an impact meeting to review the child's progress towards targets.</p>

<p>11. How are parents involved in the school? How can I be involved?</p>	<p>We truly work in partnership with our parents. We believe that this is the best way to engage everyone. Children will make progress if all involved are committed to any plan or intervention. All parents need to do is to speak with teachers, LSA's and the SENCo. We will have ideas for you to try and we can discuss any extra resources, which may help e.g. writing slope, fiddly toys, and adjustments to infrastructure – e.g. handrails, sound system.</p>
<p>12. Who can I contact for further information?</p>	<p>Who would be my first point of contact if I want to discuss something about my child/young person? We are always happy to meet with any parent who has a concern or question. The class teacher would be the first point of contact and the SENCo is readily available to support our children and families. Our SENCo is Mrs Gregory in Hedgehogs Class.</p> <p>Who else has a role in my child's/young person education? Learning support staff, Head teacher, office staff and any professional we engage to support us. You may also have a person/professional who is or has been working with your child and we are happy to work in partnership with them.</p> <p>Who can I talk to if I am worried? Anyone and everyone including class teacher, LSA, office staff, Head teacher. We ask parents to see us at the end of the day but if your worry is urgent, we will always try to see you straight away or call you as soon as we can.</p> <p>Who should I contact if I am considering whether child/young person should join the setting school? School office - 01372 272701 email: info@barnett-wood.surrey.sch.uk SENCo – Mrs Gregory.</p> <p>Who is the SEND Coordinator and how can I contact them? Mrs Gregory - SEND Coordinator senco@barnett-wood.surrey.sch.uk Telephone school on 01372 272701 or email the school office info@barnett-wood.surrey.sch.uk</p> <p>What other support services are there who might help me and provide me with information and advice? We signpost parents appropriately. We have worked with all support services over the years. We know how and when to make a referral to the various support services.</p> <p>Where can I find the local authority's Local Offer? The Surrey County Council website at: www.surreycc.gov.uk where you will find a wealth of information and services for families of young people with SEND. The local authority local offer: Further information on the Local Authority's Local Offer can be found at: https://www.surreylocaloffer.org.uk/</p>