

Annual SEND Information Report: August 2026

Academic Year 2025-26

School Information:

SEND Register (July 2025): 39 pupils

Pupils with EHCPs (July 2026): 14

Ofsted Judgement: Good

Report agreed: September 2026

Review date: August 2027

The Weald is an inclusive school where every child is valued and encouraged to achieve their full potential. We believe that high-quality teaching, positive relationships and appropriate support enable all pupils to succeed. This report explains how we implement our SEND policy and outlines the provision available for pupils with Special Educational Needs and Disabilities (SEND).

1.	What types of SEND are provided for?	<i>Our school currently supports pupils with a range of needs, including:</i> <i>Communication and Interaction, for example, Autism, Speech, Language and Communication Needs (SLCN);</i> <i>Cognition and Learning, for instance, literacy difficulties, moderate learning difficulties;</i> <i>Social, Emotional and Mental Health (SEMH) including ADHD, anxiety, emotional regulation difficulties;</i> <i>Sensory and/or Physical Needs including visual impairment and physical difficulties.</i>
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		<i>At the end of the academic year, 39 pupils were identified on the SEND Register, including 14 pupils with Education, Health and Care Plans (EHCPs).</i>
2	Which staff will support my child and what training have they had?	<i>The SEND provision within our school is led by the SENDCo, who works closely with teaching staff, support staff, parents and external agencies. She has over 20 years' experience of working in schools and qualified as a SENDCo in 2014. She currently works 3 days a week to lead SEND provision.</i> <i>All teachers are responsible for the progress and attainment of pupils with SEND and receive ongoing support and guidance from the SENDCo.</i> <i>Staff training is regularly reviewed and reflects the needs of the children currently attending the school.</i> <i>Staff expertise includes:</i> <i>Adaptive teaching and Quality First Teaching; Speech and Language support; Lego Therapy; Emotional Literacy Support (ELSA); SEMH support strategies; Phonics interventions; Autism-friendly classroom approaches; Dyslexia-friendly practice.</i> <i>Where specialist expertise is required, we work alongside professionals from Surrey LA and health services.</i> <i>These may include:</i> <i>• Specialist Teachers for Inclusive Practice</i> <i>• Speech and Language Therapy</i> <i>• Educational Psychology Service</i> <i>• Occupational Therapy</i> <i>• NHS Mindworks</i>



		• <i>School Nursing Service</i>
3	What should I do if I think my child has SEND?	<i>Parents should initially speak with their child's class teacher. The class teacher will discuss concerns with the SENDCo where appropriate and information will be gathered from:</i> • <i>Parents and carers</i> • <i>Pupil voice</i> • <i>Teacher observations</i> • <i>Assessment information</i> • <i>Previous schools or professionals</i> <i>If SEND support is required, parents will be involved throughout the identification and planning process.</i>
4	How will the school know if my child needs SEND support?	<i>Pupils are identified through:</i> • <i>Ongoing teacher assessment</i> • <i>Monitoring of academic progress</i> • <i>Termly pupil progress reviews</i> • <i>Observations of social, emotional and communication needs</i> • <i>Discussions with parents</i> • <i>Information from previous settings</i> • <i>Advice from external specialists</i> <i>The school follows the Assess, Plan, Do, Review cycle recommended in the SEND Code of Practice.</i>



		<i>A child will not be identified as having SEND solely because of low attainment or slower than expected progress.</i>
5	How will the school measure my child's progress?	<i>Progress is monitored through:</i> <i>• Daily classroom assessment</i> <i>• Termly pupil progress meetings</i> <i>• Assessment / review of interventions</i> <i>• SEND Learning Plan reviews</i> <i>• Provision mapping</i> <i>• Parent consultation meetings</i> <i>• Annual Reviews for pupils with EHCPs</i> <i>The effectiveness of support is reviewed regularly and adjusted where necessary.</i>
6	How will I be involved in decisions about my child's education?	<i>Parents are central partners in the SEND process. We will:</i> <i>• Meet regularly with parents to discuss progress</i> <i>• Share outcomes and targets</i> <i>• Review provision provided</i> <i>• Seek parent views when planning support</i> <i>• Involve parents in Annual Reviews where appropriate</i> <i>We value the knowledge and expertise parents have regarding their children.</i>



7	How will my child be involved in decisions made about their education?	<i>We encourage pupils to contribute to discussions about their learning.</i> <i>This may include:</i> • <i>Sharing views during review meetings</i> • <i>Discussing what helps them learn</i> • <i>Setting personal targets</i> • <i>Contributing to one-page profiles or pupil voice activities</i> <i>The level of involvement will depend on the child's age, confidence and understanding.</i>
8	How will the school adapt its teaching for my child?	<i>Quality First Teaching is the most important provision we offer.</i> <i>We believe that children make the strongest progress when they are fully included within the classroom and taught by their teacher alongside their peers.</i> <i>Teachers may adapt learning through:</i> • <i>Flexible grouping</i> • <i>Scaffolded activities</i> • <i>Visual supports</i> • <i>Practical resources</i> • <i>Additional processing time</i> • <i>Pre-teaching of vocabulary and concepts</i> • <i>Adapted instructions and questioning</i>



		• <i>Alternative ways of recording work</i> <i>Learning Support Assistants support pupils where appropriate under the direction of the class teacher.</i>
9	What additional support and interventions are available?	<i>. Where additional support is required, pupils may access targeted interventions including:</i> Literacy • <i>Literacy for All (Years 5 and 6)</i> • <i>Phonics intervention (Years 3 and 4)</i> • <i>One-to-one reading support</i> • <i>Pre-teaching and post-teaching sessions for English</i> • <i>Reading therapy dog</i> Maths • <i>Times Tables Groups (Years 3 and 4)</i> • <i>Pre-teaching and post-teaching sessions for mathematics</i> Communication and Interaction • <i>Lego Therapy</i> • <i>Speech and Language programmes</i> • <i>Speech and Language Therapy recommendations delivered in school</i> Social, Emotional and Mental Health • <i>ELSA support</i>



		• <i>Talkabout intervention</i> • <i>Therapy dog</i> • <i>Small-group SEMH support</i> <i>Interventions are reviewed regularly to ensure they have a positive impact on pupil outcomes.</i>
10	How will the school evaluate whether support is effective?	<i>We evaluate SEND provision through:</i> • <i>Progress data</i> • <i>Intervention reviews</i> • <i>Provision maps</i> • <i>Parent feedback</i> • <i>Pupil voice</i> • <i>Class teacher observations</i> • <i>SENDCo monitoring</i> • <i>Annual Reviews for pupils with EHCPs</i> <i>Support is adapted in response to evidence of need and progress.</i>
11	How will the school ensure my child is included in activities	<i>All pupils are encouraged to participate fully in school life. This includes:</i> • <i>Educational visits</i> • <i>Residential visits</i>



	alongside pupils who do not have SEND?	• Clubs and enrichment activities • Sports events • Leadership opportunities <i>Reasonable adjustments are made where required to ensure inclusion.</i>
12	How does the school support pupils' emotional wellbeing?	<i>The wellbeing of pupils is a priority. Support may include:</i> • ELSA intervention • Talkabout groups • Pastoral support • Positive behaviour strategies • Individual check-ins • Emotional regulation support <i>We work closely with families and external professionals when additional support is required.</i>
13	What support is available when children move between classes or schools?	<i>We have a robust system used for all areas of transitions and this includes:</i> • Meetings between current and future teachers • Transfer of SEND information • Additional transition visits, often supported by the SENDCo • Social stories



		• <i>Transition booklets</i> • <i>Meetings with secondary schools and other receiving settings</i> <i>Supporting children joining our school:</i> • Our SENCo will meet with the SENCo of the infant or pre-school to discuss the need of any pupils on the SEND register. • For children starting with us in reception, home visits will be made by the class teacher and / or LSA / SENCo. • Where possible, the SENDCo and class teachers will observe the children in their current setting before they start. <i>Supporting the move to secondary:</i> • Our SENCo will meet with the SENCo of each secondary school to discuss the need of any pupils on the SEND register. • Class teachers will meet with the new secondary heads of year to discuss individual children. • Our SENCO will attend the ASPIRE programme. This is run by the STIPS service (Specialist Teachers for Inclusive Practice) and allows more in depth handovers for vulnerable children with key staff from their Secondary School. <i>We support children with their move to secondary by:</i> • facilitating transition arrangements offered by the next school, for example taster days • where appropriate, staff may accompany parents and/or pupils on visits to future settings • where possible, our SENCO will invite staff from the Secondary school to attend the Annual Review of children with an EHCP • when appropriate, we will make social stories for pupils with visual aids to support their understanding of the next phase. <i>Additional support is provided where pupils may need help managing change.</i>
14	How are resources	<i>SEND provision is funded through the school's delegated budget.</i>



	secured for pupils with SEND?	<i>Where necessary, additional specialist support or resources may be secured through:</i> • <i>External services</i> • <i>Local Authority involvement</i> • <i>Education, Health and Care Needs Assessments</i> • <i>EHCP funding</i>
15	What should I do if I have concerns about SEND provision?	<i>Parents are encouraged to speak to:</i> 1. <i>The class teacher</i> 2. <i>The SENDCo</i> 3. <i>The Headteacher</i> <i>If concerns remain unresolved, parents may follow the school's Complaints Procedure.</i>
16	What support is available for families?	<i>Further information and support can be accessed through:</i> • <i>Surrey Local Offer</i> • <i>SEND Advice Surrey</i> • <i>Educational Psychology Service</i> • <i>Speech and Language Therapy Service</i> • <i>Health Services</i> • <i>Family Support Services</i>



Glossary

Access arrangements	<i>Special arrangements to allow pupils with SEND to access assessments of exams.</i>
Annual Review	<i>An annual meeting to review the provision in a pupil's EHC plan</i>
Area of need	<i>The 4 areas of need describe different types of need a pupil with SEND can have. The 4 areas are: ➤ Communication and interaction ➤ Cognition and learning ➤ Physical and/or sensory ➤ Social, emotional and mental health needs</i>
EHC needs assessment	<i>The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.</i>
EHC plan	<i>An Education, Health Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.</i>
First-tier tribunal/ SEND tribunal	<i>A court where you can appeal against the Local Authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.</i>
Graduated approach	<i>An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan and reviewing the impact of the action on the pupil.</i>
Intervention	<i>A short-term, targeted approach to teaching a pupil with a specific outcome in mind.</i>



Local offer	<i>Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.</i>
Outcome	<i>Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.</i>
Reasonable adjustments	<i>Changes that the school must make to remove or reduce any disadvantages related to academic attainment.</i>
SENDCo	<i>The Special Educational Needs and Disabilities Co-Ordinator.</i>
SEN	<i>Special Educational Needs.</i>
SEND	<i>Special Educational Needs and Disabilities.</i>
SEND Code of Practice	<i>The statutory guidance that schools must follow to support children with SEND.</i>
SEN information report	<i>A report that schools must publish on their website, that explains how the school supports children with SEN.</i>
SEN Support	<i>Special education provision which meets the needs of children with SEN.</i>
Transition	<i>When a pupil moves between years, phases, schools or institutions or life stages.</i>