



Onslow Infant School

SEND Information Report

The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015) states that:

“The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN.

The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible.” (6.79)

The information required by these regulations is outlined in this report. The quotations in ***bold italicised text*** are directly from the section detailing what must be included in a school’s SEN Information Report. The information has been arranged in sections under key word headings to help readers locate information on specific subjects. The sections are:

- 1 [Our Provision](#)
- 2 [Identification of Special Educational Needs](#)
- 3 [Consultation of Stakeholders](#)
- 4 [Reviewing Progress](#)
- 5 [Transition Programmes](#)
- 6 [Teaching and Learning](#)
- 7 [Staff Expertise](#)
- 8 [Monitoring](#)
- 9 [Inclusion](#)
- 10 [Social and Emotional Development](#)
- 11 [External Agency Support](#)
- 12 [Complaints](#)
- 13 [Surrey Local Offer](#)
- 14 [References and Links](#)

1 - Our Provision

“The kinds of special educational needs that are provided for”

Onslow Infant School is a mainstream, inclusive school that fully complies with the requirements outlined in the SEND Code of Practice (2015). The school is committed to providing appropriate and high quality education to all its children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Staff have been trained so as to be able to cater for learners with a range of special educational needs within the four broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Further details and examples of this training can be found in the [Staff Expertise](#) section.

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). This is discussed further in the [Inclusion](#) section. Our Equality Information and Objectives are published on our website along with our Accessibility Plan.

2 - Identification of Special Educational Needs

“Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)”

Onslow Infant School has an Inclusion Policy that can be found on the school website in the policies section or by clicking [here](#). A hard copy of the policy can also be requested from the school office.

The SENCO is Ms Katherine Donlon. She can be contacted via the school office on the telephone: 01483 532726 or by email: senco@onslow.surrey.sch.uk.

The SEND Code of Practice (2015) states that *“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”*. It goes on to clarify that a child has a learning difficulty or disability if he or she: *“has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools”* (p15-16). Special educational provision is defined as *“provision different from or additional to that normally available to pupils of the same age”* (p94).

At Onslow Infant School, Class Teachers regularly assess the progress of all pupils. Data from these assessments is then entered to tracking grids on a termly basis. In the Early Years Foundation Stage progress towards the Early Learning Goals is tracked; further information on this can be found in the Early Years Foundation Stage Policy. In Key Stage One progress towards the end of year and end of key stage Attainment Targets is tracked. Senior Leaders support Class Teachers to review this data to evaluate pupil progress at three key points in the year: following the completion of the first half term, at the mid-point of the year and in preparation for transition at the end of the year. Pupils making less than expected progress are identified and a graduated response of Assess, Plan, Do, Review is initiated. The SEND Code of Practice (2015) defines less than expected progress as that which: *“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”, or “widens the attainment gap”* (p95). Class Teachers may also identify children who experience barriers to their learning prior to these having an impact on their academic progress. For example, a child may have difficulties maintaining attention without adult support, understanding lengthily instructions or settling into school on arrival each day.

If a child’s progress is assessed to be less than expected, or barriers to learning are identified, a plan will be formulated by the Class Teacher with the aim of accelerating progress or overcoming the learning barriers. We have called the first level of our graduated response ‘Monitoring’. Factors that may be impacting on learning such as changes in home life or poor attendance will also be explored. Children in our Monitoring category may require; small adaptations to the curriculum planning, access to additional/alternative equipment, additional pastoral support, or an attendance focus. Following a period of implementation the support will be reviewed; either at the next key assessment point, or at any time if there are concerns about the progress of that pupil. If the child’s progress continues to be below expected or the learning barriers remain, taking into account other factors, then additional support will be put in place through our Wave 2 provision. Our Wave 2 provision is outlined in the Whole School Provision Map and includes small group interventions. If, when reviewed, it is found that the additional provision has not succeeded in sufficiently accelerating the child’s progress or reducing the barriers to learning then the provision will be altered. After one or more cycles of review it may be found that the child requires more individualised support at Wave 3. Children requiring Wave 3 provision will be classified as receiving SEN Support.

3 - Consultation with Parents and Pupils

“Arrangements for consulting parents of children with SEN and involving them in their education” and “arrangements for consulting young people with SEN and involving them in their education”

Parents will be consulted at all stages of the graduated response – this may be via telephone, email, informal conversation or a more formal meeting dependent upon individual circumstances. Each year we arrange planned Parent Consultation Meetings during the autumn and spring terms. In the summer term we send home Record of Achievements to report on progress and offer an optional consultation appointment to discuss these reports. These planned meetings will include discussion of the child’s progress and the support in

place. We operate an open door policy so parents may request a meeting outside of this regular reporting cycle if they have concerns they wish to discuss. On some occasions the SENCO may attend these meetings in order to support the Class Teacher and parents in their discussion about how best to meet the child's needs, what forms of support are available, and how the parents can help their child at home. Parents will be informed when it has been assessed as necessary to make a change to their child's level of support, i.e. movement between provision at Wave 1, Wave 2 or Wave 3, or when support from an external agency is required. Further information regarding referrals to external agencies can be found in the [External Agency Support](#) section.

Pupils will also be consulted at all stages of the graduated response. Regular verbal feedback is given to children regarding their progress in lessons and when children encounter difficulties they are given opportunities to discuss what they find difficult and what support can be offered. These discussions are carefully balanced with celebrations of the pupil's strengths in order to ensure that negative impact on their self-esteem is minimised.

The views of parents and pupils will be sought when developing documents such as One Page Profiles and SEND Support Plans. One Page Profiles collate information regarding a child's strengths, what is important to/for them and how best to support them. This information can then be used to help plan provision. If the provision required is at Wave 3 level then the views gathered from parents and pupils will be used to formulate a SEND Support Plan which is used to monitor progress towards a series of outcomes.

There are lots of opportunities for parents to come into school to find out more about how to support their child through workshops and information sessions. Each year group holds a Curriculum Meeting in the first few weeks of the autumn term in order to share information about what will be taught that year and how parents can support their children with learning. Other events organised include Reading and Maths Workshops. We encourage parents who are able to volunteer their time to assist in the classrooms, for example through hearing children read or playing games that consolidate learning. There are also opportunities for parents to feedback on the provision that school provides through their response to questionnaires and attendance at workshops.

4 - Reviewing Progress

“Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review”

If it has been identified by the appropriate staff that a child is not making expected progress or that the identified barriers to learning remain and a Monitoring Assess, Plan, Do, Review cycle is put into place, progress will be reviewed again at the next key assessment point or at any point prior to that if concerns are raised by school or home. The outcome of this review will be communicated to parents either at a planned Parent Consultation Meeting or at an additional meeting requested by staff or parents. Prior to the meeting there will be a discussion with the child to ascertain how they feel they are progressing and any successes/difficulties they have experienced. Information from discussions with parents or between staff may be recorded on a Record of Meeting form.

If the level of need is judged to be higher and Wave 2 provision is put in place, then this will be recorded on an Intervention Record Sheet. Wave 2 interventions have targets specified within the programmes and progress towards these targets will be measured alongside the normal key stage tracking processes. At the end of each cycle progress will be reviewed by staff and the information shared with parents at the next planned meeting or if there is a concern an additional meeting may be arranged. Following the review it may be decided that the child's level of need should move down to Monitoring or up to Wave 3.

If a child requires Wave 3 provision and so is receiving SEN Support, a SEND Support Plan (SSP) will be created. Information from e.g. a One Page Profile, parent meetings and discussions with the child will be used to determine appropriate outcomes for the plan. Targets to work towards those outcomes will be agreed, barriers to progress considered and provision planned. A review date will be agreed. The SEND Support Plan will be shared with the parents and the child with explicit links made between the views gathered and the targets proposed. Staff will review the SEND Support Plan and meet with parents and the child again to discuss progress and targets for the next plan. In cases where progress has increased or barriers to learning have decreased a decision may be made to reduce the level of provision to Wave 2. If progress has not accelerated then changes will be made to the provision.

If, after two or more cycles, progress has not increased a SEND Support Review meeting may be arranged in order to discuss whether a request for an Education Health and Care Plan (EHCP) may be required. External professionals involved in supporting the child may be invited to attend the SEND Support Review. The request for an EHCP will be made if the meeting attendees feel that the child's needs are not being met despite a substantial level of Wave 3 provision being put in place. It may be that Top-up funding is required to enable an increased level of individualised support or it may be that a specialist setting would be better placed to meet the child's needs. Surrey County Council has published guidance on the level of support that schools are expected to provide at Wave 3 before Top-up funding is applied on the [Surrey Local Offer](#) website in the [School Age Profile of Need and Response](#).

5 - Transition Programmes

“Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood”

We have excellent links with our main feeder nursery and pre-schools and during the Summer Term teaching staff visit these settings to introduce themselves to the children who will be starting school in the following September. This process also allows staff to observe children who may have SEN in their pre-school setting and gather information from the nursery staff currently supporting them. If a child is transferring from a setting outside of this main group school staff will contact the setting to discuss the child's needs. If a child is identified as having SEN a Transition Meeting may be arranged involving the child's parents, pre-school staff and school staff. At a Transition Meeting a Transition Plan may be put in place. Examples of the support included on a Transition Plan include: additional visits of staff to pre-school, additional visits of pupil to school, creation of a personalised Transition Book, additional meetings with parents to provide support, or a phased start.

Should a Transition Meeting not be required children will take part in our standard transition programme which includes a parent information session, two visits to school and a home visit. The home visits are an opportunity for the child to meet the staff in a familiar environment and to allow parents/carers to raise any queries or concerns.

If children with SEN join us as an in-year admission we liaise with parents and the previous setting to gather information regarding the support that the child will require. A Transition Meeting may be required, as outlined above, and a Transition Plan may be created.

We also work closely with the main Junior and Primary Schools that our children transfer to in Year 3. As part of the standard transition programme children make visits to their new school in the Summer Term. Staff from these settings may visit the children at our school to observe them and discuss their needs with the Class Teachers. If required, the SENCO may attend Class Teacher information sharing sessions in order to ensure that the new Class Teacher is fully aware of the child's needs. Our SENCO also liaises directly with the SENCO of the new school to share information and advice on support that may be required. If there is a need, a Transition Meeting involving the child's parents and staff from both schools may be organised and a Transition Plan written. Examples of the support included on a Transition Plan include: additional visits of pupil to school with support from our staff, creation of a personalised Transition Book/Box, group or individual sessions to talk about change and the emotions that change can provoke, additional meetings with parents to provide support.

6 - Teaching and Learning

“The approach to teaching children and young people with SEN” and “how adaptations are made to the curriculum and the learning environment of children and young people with SEN”

At Onslow Infant School we adopt a graduated approach to meeting the needs of our learners with SEN. As stated in the SEND Code of Practice (2015), *“high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children”* (p25). This is known as Quality First Teaching and is also referred to as Wave 1 in our Whole School Provision Map. If children are not making progress or barriers to their learning are identified then the process outlined in the [Identifying Special Education Needs](#) section will be followed. When concerns are first raised at Monitoring level there will be a process of information gathering in order to determine what changes can be made to the differentiation and personalisation of the teaching in order to better support the child. Alternative Wave 1 provisions will be employed and the effectiveness of these evaluated. This may include altering the style or frequency of: multi-sensory approaches, verbal feedback, parent communication, visual timetables or ICT resources.

If following one or more cycles of Assess, Plan, Do, Review it is judged that the level of support required needs to be increased to include Wave 2 provision then the child may be included in a small group or individual intervention for a specified period of time. The Class Teacher, with the support of appropriate Senior Leaders if required, will analyse the child's attainment in order to identify gaps in learning or barriers to learning. A suitable intervention designed to address these gaps or barriers can then be chosen. Following the specified period of time the child's progress will be reviewed and it may be found that the intervention has been

successful in increasing the child’s progress or overcoming the learning barriers. In this instance, the child would return to the Monitoring category. Staff would provide quality Wave 1 provision whilst continuing to closely monitor progress in order to ensure that the increased rate continues.

If following one or more cycles of Assess, Plan, Do, Review it is judged that the level of support required needs to be increased to include Wave 3 provision then a more detailed analysis of the child’s barriers to learning needs to be undertaken. In many cases this analysis will be supported a Senior Leader and/or by External Professionals who may be asked to come to school to observe, assess or consult on the child. Further information is contained in the [External Agency Support](#) section. Once this analysis has been performed staff will have a greater awareness of the child’s difficulties and this will enable them to create a SEND Support Plan which includes outcomes, targets and provision. The SEND Support Plan will then shape the teaching and learning experiences planned for that child.

If a higher level of support is required then a request for Statutory Assessment could be made. If the application is successful a child may have an EHCP created. These statutory documents include agreed outcomes which will be used to plan the teaching and learning provision.

These levels of need and the linked provisions are summarised in the table below:

Level of Need	Provision
Wave 1	Quality First Teaching (QFT) with differentiation
Monitoring	QFT with information gathering and alternative Wave 1 approaches
Wave 2	Needs analysis with targeted individual or group interventions designed to fill learning and skills gaps to accelerate progress
Wave 3 (SEN Support)	Further detailed analysis of barriers to learning with individualised interventions designed to work towards pupil centred outcomes
Statutory Assessment	Application to Surrey County Council for top-up funding to support a ‘high needs’ pupil through a high level of individualised support

7 - Staff Expertise

“The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured”

We have a rolling programme of training delivered through staff meetings and In Service Educational Training (INSET) days. The proportion and content of the training related to SEN varies according to the needs of the current cohort of children and the staff team. Sessions may be delivered by the SENCO, other school staff, or by an external professional. Examples of training delivered in this way are:

- ADHD training (delivered by Barnados)
- Identification of and Support for Children with Speech Difficulties (delivered by Speech and Language Therapist)
- Good Autism Practice (delivered by SENCO)
- Safeguarding Children (delivered by Headteacher)

There are a number of half day/one day courses provided by the Surrey Specialist Teaching Team and other organisations that staff can access which increase or update their knowledge of SEN support. Courses attended by staff include:

- Understanding Autistic Spectrum Disorders
- Positive Touch Training

Staff may also attend training in a specialised area of SEN support. Examples of the areas that our staff are trained in include:

- Strategies for supporting those with Autistic Spectrum Disorders
- Speech and Language Programmes such as Elklan
- Emotional Support Programmes such as Drawing and Talking
- Reading and Writing Programmes such as Fischer Family Trust Wave 3
- Motor Coordination Programmes such as Jump Ahead

Additional/updated training is arranged as required according to need.

The SENCO also attends SENCO network meetings regularly in order to ensure that the school is updated with the most recent SEN guidance. Updates from this forum is then communicated to staff as appropriate.

In addition to staff training we also have a network of external professionals from whom we can draw support to better help us meet the needs of our SEN learners. This network is discussed further in the [External Agency Support](#) section which follows later in this report.

8 - Monitoring

“Evaluating the effectiveness of the provision made for children and young people with SEN”

At Onslow Infant school we continually monitor the effectiveness of our provision for all learners through pupil progress meetings, teaching observations, learning walks, book scrutiny, planning scrutiny and subject leader evaluations. We also gather the views of parents, pupils and staff regarding the effectiveness of our provision via periodical questionnaires. The impact on SEN learners is considered as a key indicator when monitoring our provision through these processes e.g. during teaching observations comment is made on the form of support given to SEN learners and during pupil progress meetings senior leaders ask staff for evidence of the support given to children whose data indicates lower attainment or a lower rate of progress. Information gathered in this way is then fed back to senior leaders and governors via reports such as the key stage data analysis reports. The information may also be used to inform plans for staff continuing professional development or may indicate a required focus for the school development plan.

Evaluation of SEN provision specifically is also carried out. The impact of intervention programmes is evaluated by comparing the entry and exit data for the children receiving the intervention against the expected outcomes for that programme. The cost of the intervention may also be analysed in order to ensure that the programme is value for money. Class teachers are asked to feedback regarding the transferability of the skills taught within a small group intervention to the classroom/wider learning context. At an individual level, children receiving SEN Support will have targets recorded in a SEND Support Plan (SSP) which is reviewed regularly and as part of this process the provision is evaluated. Pupils with EHCPs will also have SSPs with regular reviews and on top of this they will also take part in a larger scale annual review process during which their package of provision is evaluated.

9 - Inclusion

“How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN”

Onslow Infant School is committed to providing an appropriate and high quality education to all its children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The needs of each child are considered individually and reasonable adjustments to the environment, equipment, teaching strategies and support from staff will be made in order to meet those needs. We aim to ensure that pupils with SEN and/or disabilities join in the activities of the school together with pupils who do not have SEN, so far as that is reasonable, practical and compatible with: the pupil receiving the necessary special educational provision; the efficient education of other children in the school; and the efficient use of resources.

The needs of individual pupils with SEN and/or disabilities will be recorded in a One Page Profile and this information will be shared with all staff involved in supporting that pupil.

Further information regarding the school's approach to inclusion is outlined in the Inclusion Policy which is published on the school website along with details of the Equality Information and Objectives and our Accessibility Plan. Hard copies of these documents can be requested from the school office.

10 - Social and Emotional Development

“Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying”

At Onslow Infant School we aim to promote a sense of community and belonging and the development of social and emotional skills is one of our key focus areas. As part of our PSHE curriculum we promote a set of core values including: friendship, honesty, respect, responsibility, confidence and happiness. These values underpin school life. They are introduced in assemblies, discussed during class work and children are commended for representing the values through their behaviour. We aim to create a happy, caring and safe learning environment and so bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Further details of can be found in our Policy for Dealing with Bullying which is published on the school website or can be obtained from the school office.

The development of self-esteem has been a particular area of focus for staff development and all staff employ a range of strategies such as being specific with praise, praising effort as well as achievement, and planning opportunities for all children to experience success. Staff are also aware of the importance of taking time to listen to children who are experiencing difficulties and they make use of informal opportunities to talk with the children such as at break and transition times. Class Teachers plan specific opportunities to encourage children to share their views which could include: discussions to gather information for One Page Profiles, Circle Times and Comic Strip Conversations.

We have a Home School Link Worker (HSLW), Sian Lewis, who supports children and their families. Some of our children have factors outside of the school environment that impact on their ability to take part fully in school life such as parental separation, bereavement, illness, financial difficulties, or disability. For these children, and their families, Home School Link Worker support can have a huge impact on their resilience and self-esteem.

Many of our Teaching Assistants have also received training and developed expertise supporting the development of social skills and emotional literacy. In conjunction with Class Teachers these Teaching Assistants will plan and deliver small group and individual interventions designed to develop social and emotional skills. They will be supported by advice from outside agencies when appropriate and will work in conjunction with the Inclusion Leader and Home School Linker Worker.

As part of our Assess, Plan, Do, Review cycles we identify children who are experiencing difficulties developing their social and emotional skills. At Monitoring level, we may more comprehensively record behaviour observations in order to look for patterns, motivations and/or triggers. We may also adapt the Wave 1 strategies in place in order to better meet

the needs of that pupil. At Wave 2 we may make use of a group intervention which targets, for example, emotional literacy, friendship skills, or anger management. At Wave 3 we would design an individualised programme of support which may include working with the HSLW or a professional from an [External Agency](#).

11- External Agency Support

“How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families”

At Onslow Infant School we endeavour to work collaboratively with other bodies in order to ensure that our pupils achieve the best possible outcomes. Most agencies who visit children here at school have their own referral forms which require signed consent from parents. Some health agencies such as Paediatrics and CAMHS require online referrals from the school but will then offer parents an appointment at their own setting which parents can then accept or decline. Regardless of the paperwork required, referrals to external agencies will only be made following discussion with the child’s parents. As part of this discussion the role of the agency will be explained and some guidance on the support that they can offer will be given.

When a representative of an external agency visits school they may observe and/or assess the child; they may also consult with the child, their parents and school staff. Following their visit they may send a written report or visit note to the school. This will usually include advice regarding provision and/or strategies that could be employed at school and/or home. A copy will be made of any such reports and sent home to parents. If parents would like to discuss the content or implications of the report they can arrange to meet with the Class Teacher and/or Inclusion Leader at a time that is mutually acceptable. The recommendations included in the reports of external professionals will be taken into consideration when planning provision on SEND Support Plans.

If external agencies have been involved in developing the support for a child with SEN they may be invited to multi-agency meetings held at school such as SEND Support Review meetings and Annual Reviews. The school will also endeavour to arrange for appropriate school staff to attend multi-agency meetings held off-site when it is practical to do so and when appropriate notice has been given.

Some external agencies provide staff training opportunities and these are programmed according to the changing needs of the cohort and the staff team. A number of agencies offer intervention programmes tailored to meet the needs of individual pupils. Whenever practical, a member of school staff will attend the intervention sessions in order to observe the strategies used so that similar/complementary strategies can be employed outside of the sessions.

The agencies that we currently work with include:

External Agency	Examples of Support Offered
Behaviour Support	Behaviour analysis

Specialist Teaching Team Surrey County Council	Pupil observations Consultation meetings Delivery of intervention programmes
CAMHS (Child and Adolescent Mental Health Service) Part of the NHS	Consultation meetings Pupil observations Psychological assessment Art Therapy
Children's Services Part of Surrey Social Services	Assessment of child protection issues Family support workers Social workers
Educational Psychology Specialist Teaching Team Surrey County Council	Cognitive assessments Language assessments Pupil observations Consultation meetings
Learning and Language Support Specialist Teaching Team Surrey County Council	Language and literacy assessments Pupil observations Consultation meetings Delivery of intervention programmes
Occupational Therapy Part of the NHS	Advice, resources and training Developing participation and independence Self-care, productivity and leisure Provision of specialist equipment
Paediatrics Part of the NHS	Assessments Consultation Meetings Medical diagnosis
Physical and Sensory Support Specialist Teaching Team Surrey County Council	Assessment, advice and training ICT and equipment advice Physical, vision and hearing needs
Physiotherapy Part of the NHS	Advice, assessment and therapy Focus on physical needs and development Provision of specialist equipment
REMA (Race, equality and minority achievement team) In partnership with Surrey County Council	Initial assessments EAL (English as an additional language) reports First language assessments
School Nursing Team Part of the NHS	Health advice Well-being advice Allergy management advice and training
Speech and Language Therapy Part of Surrey County Council	Assessments Consultation Meetings Courses of therapy

12 - Complaints

“Arrangements for handling complaints from parents of children with SEN about the provision made at the school”

Parental involvement is valued and encouraged in the education of all children. They should be involved at every stage in any plans made to meet a child’s special needs. If parents are concerned about their child they can make an appointment to see the Class Teacher, Head Teacher or Inclusion Leader/SENCO at a time that is mutually acceptable to discuss their concerns.

If parents wish to complain about the school’s provision for a pupil with SEN they should contact the Head Teacher. If they are still not satisfied, they should approach the Governing Body through the Clerk of Governors.

13 - Surrey Local Offer

In accordance with the requirements of the SEND Code of Practice (2015), Surrey County Council has developed a Local Offer website which contains information about services relating to special educational needs and disabilities. The website has a search function and a comprehensive information section including their toolkits, templates, forms and guidance documentation. The website address is:

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

14 - References and Links

Equality Act (2010)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>