Holy Trinity Pewley Down (HTPD) School

SEND Information Report

Report Reviewed June 2026

Next Review June 2027

About This Document

This Special Educational Needs and Disabilities (SEND) Information Report explains how Holy Trinity Pewley Down (HTPD) is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation in every aspect of school life. It reflects our commitment to nurturing each child within a supportive, inclusive Christian community. At HTPD, we strongly believe in equality of opportunity and aim to create a supportive yet challenging environment where every one is treasured and loved as a unique child of God. This report also reflects the expectations of the Children's Wellbeing and Schools Act (2026), particularly in strengthening early identification, inclusive practice and partnership working and complies with the Children and Families Act 2014, Section 69, and aligns with the SEND Code of Practice 2015.

If there are any terms used in this report which you are unfamiliar with, please use the glossary at the end.

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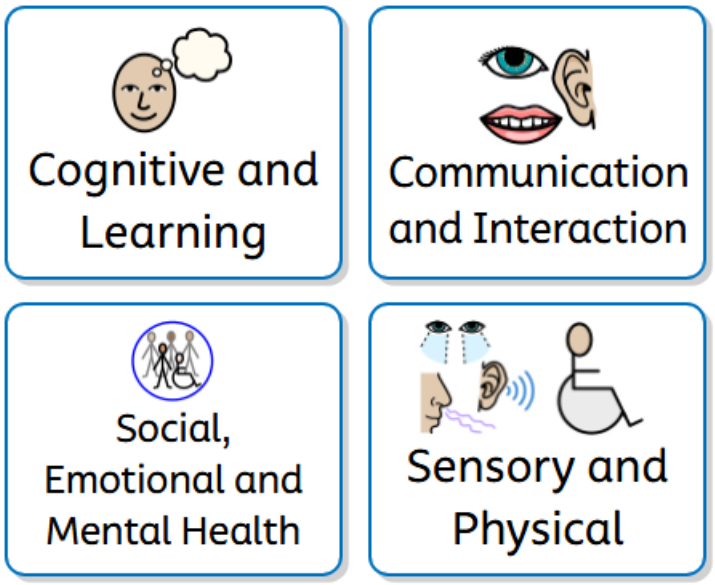
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1. What types of SEN does the school provide for?

At HTPD, we support children with a variety of different special educational needs and are guided by our inclusive ethos and determination to get to know every child, always celebrating their diversity and uniqueness.

SEND is categorised into the following areas in the SEND Code of Practice 2015:



Please see the SEND Code of Practice (pages 97–98) for more detailed descriptions:

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

2. Which staff will support my child, and what training have they had?

As a school, in accordance with the Equality Act 2010, we make reasonable adjustments to ensure disabled pupils with special educational needs or disabilities are not placed at a substantial disadvantage. HTPD embraces inclusive education, where everyone is treasured and loved as a unique child of God. Our teachers are teachers of all children, including those with SEND.

- Class teachers are responsible for daily lesson planning (based on long-term plans agreed by subject leaders).

- All class teachers work with all children and progressively scaffold learning so that all pupils can access lessons while also being challenged and making progress.

- Scaffolds are removed as soon as possible so that children are given opportunities to work independently and develop resilience through challenge.

Teachers adapt their high-quality teaching to cater for their pupils' needs, and children are taught alongside their peers in flexible teaching groups. When appropriate, staff provide additional interventions in small groups outside or inside the classroom, or may need to occasionally deliver one-to-one support. We use the EEF 'Five-a-day' guidance and embed the key principles into all our lessons.



We use the Ordinarily Available Provision produced by the Local Authority to guide our teaching and help us when making reasonable adjustments suitable for our setting:

https://www.surreycc.gov.uk/__data/assets/pdf_file/0009/455364/Ordinarily-Available-Provision-schools.pdf

At HTPD, professional development aims to ensure that all staff have the understanding they need to support your child. The senior leadership team and SENDCo monitor needs within the school and, where an area of concern is highlighted, whole-school training may be organised so staff understand specific learning difficulties and appropriate teaching or support strategies. Staff have completed training across numerous areas including but not limited to: neurodiversity, trauma, attachment, varying language needs and how to scaffold and assess proficiency in learners who have English as an additional language (EAL).

3. What should I do if I think my child has SEN?

Parents/carers are encouraged to consult the class teacher in the first instance, who will listen, record concerns and liaise with the SENDCo as appropriate.

The SENDCo for HTPD (both sites) is:

Georgie Furlonger – georgief@htpd.surrey.sch.uk (Maternity Leave April 2026 to March 2027)

Acting SENDCo for HTPD (both sites) is

Lilja Helgadottir – liljah@htpd.surrey.sch.uk (April 2026 to March 2027)

The school operates an open-door policy and holds regular parent meetings to discuss progress and concerns. Parents/carers are always encouraged to talk to their child's class teacher early on if they have any concerns. Emails for teachers and the leadership team can be found on our school's website.

4. How will the school know if my child needs SEN support?

We prioritise early identification of need through regular assessment, staff vigilance and close partnership with families. HTPD monitors the progress of all children across the curriculum using frequent and robust assessment data, internal moderation and progress meetings with the senior leadership team. Class teachers, teaching assistants and the SENDCo are vigilant in recognising emerging concerns, which are discussed promptly with parents/carers and senior leaders.

Information from nurseries, previous settings or feeder schools is carefully considered. In-depth knowledge of every child is fostered through our close-knit, values and relational-driven environment, enabling early and sensitive identification of additional needs and potential barriers to inclusion.

HTPD uses the definition of SEND set out in the SEND Code of Practice 2015. When staff have a concern about a child and have tried a variety of reasonable adjustments, they may invite parents/carers in for a structured conversation. Targets, strategies and provisions are agreed and shared with the SENDCo, and the child's progress is monitored over one half-term. If access to learning does not improve, a more formal graduated response is used (Assess, Plan, Do, Review).



If, after this period, the child is not making expected progress, parents/carers are informed and the SENDCo becomes more formally involved. Parents/carers may then meet with the class teacher and SENDCo to agree an Individual Learning Plan, and the child may be added to the school's SEND register so that support can be tracked and reviewed termly.

5. How will the school measure my child's progress?

- Teachers use ongoing assessments, observations and work scrutiny to check how well pupils are learning.

- Progress meetings take place regularly between class teachers and senior leaders to review data and discuss next steps.

- Where children receive additional interventions, baselines and outcome measures are used to evaluate impact over time.

-Where children are on the SEND register and/or have an EHCP, they will have Individual Learning Plans with precise targets which are reviewed at least termly.

6. How will I be involved in decisions made about my child's education?

- Staff email addresses are available on the school website and parents/carers are welcome to make contact where there are questions or concerns.

- Most days, class teachers are available at the end of the day for short informal discussions; longer meetings can be arranged via a conversation or email.

- Tapestry is used at the infants, and regular school–home journals or emails support communication between home and school.

-Where a child has an Individual Learning Plan, parents/carers are invited to termly reviews to discuss progress towards outcomes.

- Annual reviews are held for children with EHCPs, and parents/carers and involved agencies can contribute to these too.

- The SENDCo also invites a parent working party at least once a year to share views about SEND provision at HTPD.

- If your child is not on the SEND register, you will have two formal parent/teacher consultations each year (autumn and spring) and receive an end-of-year report with opportunity to discuss it if required.

7. How will my child be involved in decisions made about their education?

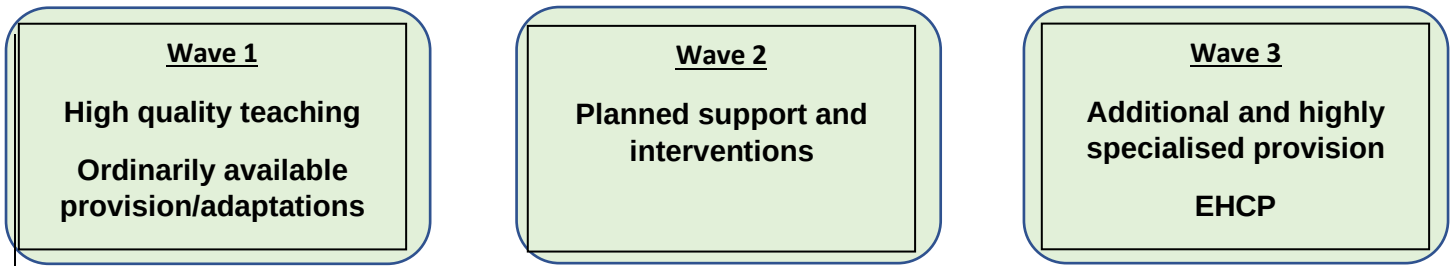
Pupil voice is central to decision-making at HTPD. Children on the SEND register are given regular opportunities to say which strategies and provisions are helping them and what could be more useful, and they are encouraged to contribute their 'pupil voice' ahead of reviews or attend meetings where appropriate.

Pupil voice is also gathered when subject leaders make changes to their subjects. The school council, elected by classmates, also regularly gathers pupils' views on school issues and these often feed into policy changes. We also hold a weekly Thoughtful Session based on the school's 'Thought of the Week'. Children share their responses and feedback after a class discussion. Some of these responses are then 'aired' in assembly at the end of the week. We also encourage children to contribute to our pupil Equality, Diversity and Inclusion (EDI) group at the Junior school, to share their ideas on how inclusion can be improved at our school.

8. How will the school adapt its teaching for my child?

Teachers adapt teaching within a creative, broad curriculum designed to enable all children to "Live life in all its fullness". Planning takes into account individual learning needs and incorporates adapted resources, ICT and practical activities.

Staff continuously work to improve inclusive practices, in line with the SEND Code of Practice 2015, Section 6 and what is ordinarily available. Training includes high-quality teaching for diversity and adaptive teaching strategies, and a "waves of provision" approach is used:



Examples of **Wave 1** adaptations include: visual timetables; "Now and Next" and task boards; assistive technology; timers; reward charts; peer mediation; talk partners/groups; vocabulary banks; explicit instruction; pre-teaching; 1:1 reading; seating position; movement and sensory breaks; ear defenders; weighted blankets; and wobble cushions.

Examples of **Wave 2** provisions include: phonics rapid catch-up/keep-up sessions; maths post-learning and individualised catch-up; Nuffield Early Language Intervention (Reception); and 1:1 practice of speech and language targets.

Examples of **Wave 3** provisions include: regular direct therapy sessions delivered by an SLT; Direct OT or physiotherapy input; personalised interventions to meet child's needs; alternative provision.

We use a range of strategies across our lessons, clubs and play to ensure we offer an inclusive approach to learning and allow all children to access both the classroom, play and other opportunities. We also seek advice and equipment from outside agencies as and when the need arises. We are always happy to discuss individual access requirements and we will make reasonable adjustments where necessary.

The HTPD Accessibility Plan can be found here and includes some more in-depth explanation on adaptations we do and can make:

https://www.htpd.surrey.sch.uk/page/?title=Policies&pid=31

9. How will the school evaluate whether the support in place is helping my child?

Provision is evaluated based on its impact on pupil outcomes, including progress, independence and wider wellbeing. HTPD follows the statutory graduated approach set out in the SEND Code of Practice (2015): **Assess, Plan, Do, Review**, so that thorough assessments lead directly to carefully planned provision for each child. Individual Learning Plans are reviewed at least termly to check that pupils are making progress and to adjust support where needed.

Graduated approach

- Staff use the Assess–Plan–Do–Review cycle to identify needs, plan provision, implement support and then review its impact, repeating the cycle as required.
- Children's views are actively sought, and they are asked whether adjustments and interventions feel helpful and make a difference to their learning and wellbeing.

Planning and recording provision

- Details of interventions are recorded on the school's online provision-mapping system (Insight), including staffing, frequency, session length, programme duration, group size and the intended outcomes.
- For each provision, where possible, a baseline is established before support begins so that progress can be measured against the expected outcomes over time.

Reviewing impact and adapting support

- The impact of interventions is reviewed regularly against the agreed outcomes; if an approach is not suitable or effective, staff decide how to adapt or improve it, or whether an alternative is needed.
- Individual learning plans are updated following these reviews so that provision remains closely matched to pupils' changing needs.

Leadership monitoring

- The Leadership Team, and the SENDCo, monitors classroom practice and observes interventions to evaluate how provision is delivered and to identify further improvements.
- This monitoring helps ensure that support is consistent and aligned with whole-school expectations for high-quality teaching.

Education, Health and Care Plans

- Annual reviews for pupils with Education, Health and Care Plans (EHCPs) are used to monitor the suitability of provision and progress towards longer-term outcomes specified in their plans.
- Parents/carers, the pupil, teacher/s and relevant professionals contribute to these reviews so that future provision is clearly agreed and outcomes remain ambitious and appropriate.

10. How will the school make sure my child is included in activities/opportunities alongside pupils who don't have SEN?

All extra-curricular activities, school visits and before- and after-school clubs are on offer to all pupils. All pupils are encouraged to take part in educational visits, church visits, residential trips, often with parents and carers involved in planning where additional support or adjustments may be needed.

All pupils are also encouraged to participate in sports day, school competitions, assemblies and performances, workshops and other enrichment opportunities All children are also encouraged to apply for roles of responsibility such as school council representative, house captain, Eco Club member, Sports Leader etc. No pupil is ever excluded from these activities because of their special educational needs or disability; any barriers to participation are identified, discussed and addressed through reasonable adjustments so that every child can be considered for any of the above opportunities.

11. Accessibility of the School Environment

Reasonable adjustments are made where possible, and information can be provided in different formats/languages as needed. Further information is available in the school's accessibility plan which can be found on our website. Which explains the measures in place to ensure pupils with disabilities are not treated less favourably than others. It also includes the equipment and facilities provided, and the arrangements made to support pupils with SEND to access the school environment and curriculum.

12. How will the school support my child's mental health and emotional and social development?

HTPD has a dedicated Home School Link Worker, Lucy Cray (HSLW) who works across both the infant and junior sites. Lucy provides support and advice between home and school for parents/carers and pupils. She regularly organises or runs training sessions for parents/carers. Both Lucy and Lilja Helgadottir (Deputy Head) are trained Senior Mental Health Leads and have an understanding of young people's mental health and the factors that affect wellbeing. Alongside this, we have Misa Kethero who is our trained Emotional Literacy Support Assistant (ELSA) and works 1:1 or with small groups of children who require additional emotional wellbeing support across both sites.

Mental health and wellbeing is weaved into our curriculum where appropriate and is taught and discussed through lessons delivered in class and whole-school assemblies. All members of staff are available for pupils who wish to discuss any concerns.

Other ways the school target pupil wellbeing and promote positive behaviour is through the following:

-Attendance, behaviour, and emotional regulation are monitored and supported through restorative practices, the Zones of Regulation, and our Christian values.

-Regular non-curriculum activities take place across the school, these include sporting events, a wide-range of house events and FLUFFY Fridays.

-Weekly Thoughtful sessions take place in classes, and every class has a Thoughtful Area in the classroom.

-There is a Thoughtful Area in the playground where children can go at playtime for calming activities such as reading, chatting or gardening.

-Free school lunchbreak and after-school clubs available.

-The Juniors have opportunities to access the woods or school field as regularly as possible to interact with nature.

-The Infants access the 'Wild Place' which is a short walk away from the Infant site, to interact with nature regularly.

A restorative and relational approach is used to encourage pupils to think about how their behaviour has affected others; it is based on mutual respect, taking responsibility for one's actions and imagining the journey in another's footsteps. We recognise that children with SEND (and in particular Social, Emotional and Mental Health needs) require a differentiated approach to behaviour management, so adaptations are made and additional support is put in place where needed.

13. What support is in place for looked-after and previously looked-after children with SEN?

Lilja Helgadottir, one of the deputy head teachers, is the designated teacher for looked-after children and previously looked-after children.

Lilja will work with the SENDCo to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

14. What support will be available for my child as they transition between classes or settings?

Transition arrangements are carefully planned to support children with SEND at each stage of their school journey.

Nursery to Reception:

For children starting Reception, afterschool ‘Stay and Play’ transitions sessions are held in the summer term, giving families the chance to meet the class teacher and SENDCo who are all present. Children are invited to another ‘Stay and Play’ session during school hours. These sessions help children and families become familiar with the classroom setting and the staff. In September, children gradually build up to full-time attendance with their whole year group. They are also invited to an afternoon ‘tea party’ with the whole year group along with parents/carers. Teachers will invite parents in for a brief and informal ‘getting to know you and your child’ conversation. Teachers also visit each child in their nursery setting. The SENDCo will meet children highlighted as having additional needs, in their nursery setting and will have a meeting with their SENDCo and/or key workers.

Year-to-year transition:

Transition into Reception and then into each new year group is supported through meetings between key staff and taster sessions in the new class so children can get to know their next teacher and learning environment. Where needed, additional visits are arranged to reduce anxiety and help make the move successful and positive for individual pupils with SEND. Some children also find it useful having a transition booklet which includes information and often pictures of the key staff and classroom.

Infant to junior transition:

HTPD is on two nearby sites, and a structured transition plan is in place to make the move to the junior school as smooth as possible. This includes occasional visits to the junior setting for different events. There is an induction session into new classes during a visit and parents/carers are invited to meet with new teachers during an evening meeting in the summer term where key information is shared. Children joining from another infant school are visited by one of the Year group teachers at their school during the summer term. Any child who may want or require an extra visit are encouraged to do so and sometimes this is carried out in a small group or just with their parent/carer. Once September begins, all Year 3 children allocated a Year 6 buddy, and they share a special, off-curriculum ‘buddy day’ together early into the term.

End-of-year transition:

During the summer term, all children take part in at least one transition session where they visit their new classroom and meet their next teacher. Class teachers and TAs meet to discuss pupils’ needs and share Individual Learning Plans, and some children with SEND may have extra transition visits to further support a positive move. During the summer term SEND reviews, the teacher will discuss their approach to how they will support a smooth transition.

Secondary transfer and mid-year admissions:

HTPD works closely with local secondary schools to ensure that the transition from primary to secondary education is well planned and as seamless as possible for pupils with SEND. This includes additional discussions between the SENDCo and the new SENDCo to discuss relevant pupils’ additional needs and wellbeing. HTPD is currently part of the Aspire programme, which is run by STIPS. The Aspire programme is a support programme aimed at pupils transitioning from primary to secondary school, often focusing on resilience and reducing the risk of exclusion. It aids communication between the schools, and helps get quicker access to external advice/ referrals.

Mid-year admissions:

When pupils with identified special educational needs join mid-year from other settings, a meeting is arranged with the family and contact is made with the previous school so that the right support can be put in place from the outset.

15. What should I do if I have a complaint about my child's SEN support?

Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may contact the SENDCo. If they cannot solve your issue, then an appointment can be made to speak to one of the Deputy Head Teachers or Head Teacher. All emails can be found on the school website. If you are not happy with their response, you should follow the Complaints Policy that can be found on our website.

16. What support is available for me and my family?

We always want our families to feel like they can reach out their class teachers, SENDCo and/or the HSLW if they have concerns or queries about how best to support their children. However, a lot of specialised information can be found through the following services:

In line with statutory requirements, the Surrey Local Offer provides further information about services available at: https://www.surreylocaloffer.org.uk

Surrey County Council: www.surreycc.gov.uk

SEND Advice Surrey: https://www.sendadvicesurrey.org.uk

MindWorks Surrey: https://www.mindworks-surrey.org/

IPSEA (Independent Provider of Special Education Advice): https://www.ipsea.org.uk/

17. Glossary

SEND (Special Educational Needs and Disabilities)

When a child has a learning difficulty, barrier to their learning or disability that means they need special educational provision that is different from, or additional to, that made generally for others of the same age.

SENDCo (Special Educational Needs and Disabilities Coordinator)

The teacher responsible for coordinating SEND provision in school, working with staff, families and outside professionals.

EHCP (Education, Health and Care Plan)

A legal document for children and young people with the most complex needs which sets out their special educational needs, the support required and long-term outcomes.

Ordinarily Available Provision

Support, strategies and adaptations that schools are expected to provide from their own resources for pupils with additional needs, without an EHCP. What is ordinarily available will differ between schools.

Graduated Response / Assess–Plan–Do–Review

A cycle used to identify a child's needs, plan support, put it in place and then review how well it is working, making changes where needed.

Individual Learning Plan

A document setting out a child's specific targets, the provision and strategies to help them, and how progress will be monitored and reviewed.

Neurodiversity / Neurodivergent

Terms describing natural variation in how people's brains process information; this includes people with a diagnosis of autism, attention-deficit/hyperactivity disorder, dyslexia and other profiles.

SEMH (Social, Emotional and Mental Health)

A category of need describing difficulties with behaviour, emotional regulation, relationships or mental health that impact learning.

EAL (English as an Additional Language)

Used where a child's first language is not English or are exposed to another language at home. They are learning English in addition to their home language(s).

FLUFFY Fridays

The name given to one Friday per term where all children get to select from a range of non-curriculum activities delivered by staff. They are encouraged to try something new and interact with children they do not usually work with.

TA (Teaching Assistant)

A member of staff who supports teaching and learning in the classroom and through small-group or 1:1 interventions.

Intervention

A targeted programme, series of sessions or additional strategies designed to support a specific area of learning, language, behaviour or emotional development.

Provision Map

A record showing the additional support and interventions in place for pupils, including staffing, frequency and intended outcomes.

Local Offer

Information published by the Local Authority about services, support and provision available for children and young people with SEND and their families.

Looked-after Child (LAC)

A child who is in the care of a Local Authority, for example in foster care or a children's home.

HSLW (Home School Link Worker)

A member of staff who supports communication and relationships between home and school and can help families access further support.

ELSA (Emotional Literacy Support Assistant)

A trained member of staff who runs programmes to help children understand and manage their emotions, friendships and behaviour.

Zones of Regulation

A structured approach that helps children recognise and manage their feelings and levels of alertness using four colours “zones”.

Restorative Practice

An approach to behaviour that focuses on repairing relationships and understanding impact, rather than solely on sanctions.

Tapestry

An online learning journal used at the infants to share observations, photos and information about children’s learning with parents/carers.