

SUNNYDOWN SCHOOL

SEND POLICY 2025-2026



Agreed: Autumn 2025

Review: Autumn 2026

Statutory

To be reviewed annually (*recommended*)

Sunnydown School aims to transform the lives of the students, encouraging them to aspire to achieve their potential academically, emotionally and socially.

We achieve this by embedding opportunities to develop and enhance the core values of Resilience, Independence and cooperation. We achieve this through encouragement, enablement and finally empowerment. (RICE3).

Staff at Sunnydown School recognise each young person as an individual and celebrate those differences while also developing strategies that allow participation in and enjoyment of the wider society.

All students who attend Sunnydown School have an EHCP, progress against which is reviewed annually.

At Sunnydown School, all pupils are provided with teaching which will enable them to make the best possible progress and feel that they are valued.

We expect pupils to meet or exceed the high expectations set for them based on their age and starting points.

We will provide the support that they need as identified in their EHCP (Education Health Care Plan). The support will be reviewed at least annually as part of the Annual Review process.

Ambitious educational and wider outcomes will be set for the students in collaboration with themselves and their parents. This reflects our mission of developing Resilience, Independence, Co-operation and Empowering, Enabling and Encouraging (RICE3) our students.

We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

3. Definitions

In accordance with the SEND Code 2015, a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learning difficulty or disability is identified if a student has:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability: many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.'
<https://www.mentalhealth.gov/2023>

4. Roles and responsibilities

4.1. The SENDCO

The school's SENDCO is Jo Wermig (j.wermig@sunnydown.surrey.sch.uk)

The SENDCO will:

- Work with the headteacher and governing body to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Keep up to date with current legislation and ensure all staff are knowledgeable in their duties.
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2. The SEND link governor

All governors at Sunnydown School have a responsibility for SEND and the governing body also appoints SEND link governor annually.

4.3. The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to develop the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Act as SENDCO in the absence of the nominated SENDCO in any circumstances

4.4. Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring the SEND policy is followed

5. SEND Information Report

A separate annual SEND Information report is agreed annually by governors, is published on the school website and should be read in conjunction with the information below.

5.1. The kinds of SEN that are provided for

Sunnydown School currently provides provision for students with High Communications and Complex Social Communication needs most commonly associated with an Autistic Spectrum Disorder (ASD) diagnosis.

However, Sunnydown school also recognises that needs of individual children can be complex and multifaceted and while the main need is ASD with social communication needs, students may have difficulties associated with:

- Cognition and learning
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

<https://docs.google.com/document/d/1cXznTffaC-CnADjVEEwRdG60qGH-miix/edit?usp=sharing&ouid=100004952490978178939&rtpof=true&sd=true>

5.2. Identifying pupils with SEND and assessing their needs

All students who attend Sunnydown School have an Education, Health, Care Plan (EHCP). This plan identifies strengths and areas of need under each of the four main areas of need.

- Communication and interaction (CoIN)
 - This is the predominant need for all students who attend Sunnydown.
- Cognition and learning
 - The curriculum offered at Sunnydown School meets the secondary National Curriculum and is offered to students who are likely to be able to achieve 'five (5) or more good GCSEs'. Our students are working no more than 1-2 years below Age Related Expectations. Students working more than 2 years below chronological age may benefit from support from a MLD or SpLD setting.
- Social, emotional and mental health difficulties (SEMH)
 - The most common difficulty experienced by students of Sunnydown School is anxiety. Students who attend Sunnydown School are not behaviourally challenged. Sunnydown School is not an SEMH setting and is unable to cater for students with complex SEMH needs
- Sensory and/or physical needs
 - Students may be hyper or hypo sensitive to some form of stimulation, such as being oversensitive to noise, or close contact with peers

Although this is outlined in the EHC Plan, information is gathered termly from the teaching staff about the students' progress based on their age and starting points and expectations of progress.

This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes and any specific assessments such as Reading Ages through the accelerated reader programme and
- Comprehension ages (as highlighted by WRAT testing scores).

Where applicable the school can draw on the Speech and Language service and the EP (Educational Psychologist) for assessment and advice. Decisions to involve these services are

made on an individual basis. Parental consent is always sought. Sunnydown School does not provide provision for students with Speech, Language and Communication Needs (SLCN)

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. When deciding whether additional special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

This process will be undertaken formally through the annual review process, and less formally should needs arise.

5.3. Consulting and involving pupils and parents

Transition to Sunnydown School

Once a place has been offered at Sunnydown School, an introductory and welcome letter is sent, along with an information pack.

Year 6 Annual Reviews are attended by the SENDCo where possible by the SENDCo at Sunnydown School.

SCC transition days are advertised and students encouraged to attend.

Sunnydown School also offers a summer transition day where a family picnic is arranged.

Year 7

An additional Year 7 parents evening is arranged for the last Wednesday of autumn term (first half) to reflect on the transition to Sunnydown School. It is a requirement that annual reviews are conducted within 12 months of the previous one. However, we cannot fully participate in an annual review without getting to know our students. Our formal Year 7 annual reviews are scheduled to take place in July of Year 7, allowing plenty of time to get to know each Year 7 student. To accommodate the statutory requirements, however, we hold a brief interim annual review in October of Year 7. This will allow the school to formally record and highlight areas of interest in the EHCP and also meet the statutory requirements of holding the annual reviews within 12 months of the previous one. The main annual review will take place in July of Year 7, where a comprehensive review of the EHCP will be undertaken. In essence, Year 7 students have two annual reviews in their first year.

Annually

Two academic reports are issued (December and July)

All families are invited to a parents evening

Annual reviews of the progress against EHCP objectives are conducted in accordance with SEND Code of Practice 2014

Families are encouraged to discuss initial concerns with the form tutor or if allocated, a pastoral worker.

5.4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Assess:

There is regular dialogue between class teachers, the Form Tutors and the SENDCo, which in addition to the data collected, leads to an accurate and regularly updated assessment of our individual pupils. Fifteen minutes of the weekly Teachers' meeting is dedicated to raising concerns and these are recorded. Middle managers take an active role in all stages of the process. In addition there are weekly behaviour meetings between the Deputy Head, SENDCo, AHT and the Pastoral Support Team.

Plan:

When a strategy or intervention is decided upon this will be discussed with parents and then the strategy or plan explained to the individual pupil using an appropriate level of language. All staff who work with the pupil are made aware of the plan.

Do:

If the intervention requires small group teaching out of the classroom there is close liaison with the person delivering the intervention, the Form Tutor and English teacher in the case of Literacy support. All Speech and Language interventions and targets are discussed by the Speech and Language Therapist, their assistant and the SENDCo. The SENDCo circulates strategies and

targets to staff. For interventions that take place within the class, the SENDCo supports the subject teachers, who in turn plan and support the Teaching Assistants to implement the plan or strategies. We do not have trained SAL Teaching Assistants.

Review:

The plan including the impact of the support and the interventions, will be reviewed regularly by the teacher, SENDCo, student and parent. The frequency of the review will depend on the strategy. This will inform the planning of the next steps.

For students with an EHCP the local authority must review the plan at least annually.

It is the role of the subject teacher to provide differentiated expectations for all pupils and good quality personalised teaching. Sunnydown School does not offer personalised, individual curriculums but will make adaptations within the KS3 and 4 National Curriculum to ensure we are meeting the necessary interventions. This is the first step in responding to those who have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils have access to teaching assistants.

Progress is monitored via termly meetings with the individual teachers. A list of students not making expected progress is shared with the SENDCo in order to action further tailored support. .

The school regularly and carefully reviews the quality of teaching for all students through lesson observations, book scrutinies and learning walks.

There is an emphasis in each lesson on clear individualised learning objectives, active learning, checking for progress and adapted work.

There are regular training sessions, either on INSET days or twilight sessions, to develop teachers' understanding of the students' difficulties and to expand their repertoire of strategies to support the pupils in their classes.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

5.5. Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Transition to Sunnydown School

Year 6 to Year 7 transition is managed thoroughly, with regular communication with prospective families and shared information from the student's previous setting.

Transition from Sunnydown School

This is often managed through the Annual Review process (a yearly, multi-agency meeting that evaluates the pupil's progress against their plan, updates needs and outcomes, and recommends any necessary amendments to the local authority). A vast majority of students progress to mainstream college and Sunnydown School has established an excellent link with all major providers.

Sunnydown School has a careers coordinator who supports identifying career options throughout the five (5) years at Sunnydown School. Annual reviews from Year 9 onwards include conversation regarding post 16 provision.

The PSHE and RICE curriculum is designed to support preparation for adulthood.

5.6. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual students within the KS3 and 4 Curriculum.

We will also provide the following interventions:

Wave One Interventions

Each member of the teaching staff has been issued with the Sunnydown School Quality First Teaching Handbook. This lists and outlines many strategies that have been successfully employed under the Four Areas of Need outlined above.

Wave Two Interventions

Should a more specialised approach be necessary either through additional academic support or through pastoral supported sessions, the school has a clearly identified repertoire of additional strategies and support also outlined in the Staff Quality First Teaching Handbook.

Wave Three Interventions

If a student has been identified as requiring additional support in Section F we have limited access to a qualified SAL Therapist and OT through the NHS and SCC

5.7. Adaptations to the curriculum and learning environment

Access arrangements are applied for by the SENDCo in collaboration with the exam officer and DHT. The access arrangements will reflect the 'normal way of working' for the student. Access arrangements are discussed in the Year 10 annual review.

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum and teaching approach within the KS3 and 4 National Curriculum to ensure all pupils are able to access it
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.8. Additional support for learning

Sunnydown School strives to develop students' ability to be active learners, taking responsibility for their own progress.

To support this, ReST strategies are taught, including mindful breathing, reflecting on events, restorative justice.

Academic support

Sunnydown has a team of Academic support staff. This team may work occasionally with small groups, either in the classroom or in a separate room depending on needs, and support the teacher by delivering the lesson material in a suitable differentiated way. We do not offer 1-1 support or a personalised curriculum.

Pastoral support

Students at Sunnydown School do not learn and retain skills and knowledge when they are in the wrong frame of mind, angry or anxious for example. In these cases, if the ReST strategies have not resulted in the student returning to class, a pastoral support can work with the student to determine what is causing the difficulty. The intention is to help the student return to class and carry on learning, enhancing his own resilience. When patterns of disengagement are identified, Pastoral may offer a block of interventions focussed on helping the young person review the reasons for not engaging in learning tasks.

Most classes have at least a teacher and a TA for support. This provision is increased to 1 teacher and 2 TAs in Year 7 to support the transition year.

It is the role of the subject teacher to deliver quality first teaching supported by the teaching assistants within the class. It is the role of the SENDCo to provide information on the individual's special educational needs, updated by staff feedback to direct SENDCo requests and to plan and supervise the implementation of any Wave Two strategies. It is the responsibility of the Senior Leadership Team to ensure that Quality First Teaching is being delivered through learning walks and lesson observations.

The SENDCo is responsible for maintaining EHCPs and updating targets and any additional strategies and interventions. Targets set against the outcomes and RICE are set each year by teaching staff and Form tutors prior to the Annual Reviews. These are shared with students. The SENDCo is responsible for recording the provision, its impact and cost. (See Appendix 1)

Literacy support is provided by the Learning Support Team who liaise with staff about strategies introduced and report yearly on progress with Reading, Spelling and Comprehension Ages.

The SENDCo liaises with the Speech and Language Therapist (SALT) and their assistant about assessment, targeting and implementation of speech and language strategies. The SENDCo informs staff of these and the Speech and Language Therapist provides information for parents. Sunnydown School has limited access to a SALT as we are not able to provide interventions for SLCN students.

When identified as a need, any information or advice provided by the teacher for the Hearing Impaired and the teacher for the Visually Impaired on their termly visits, is circulated by the SENDCo.

We work with the following agencies to provide support for pupils with SEN:

- A2E and NUDGE
- Surrey Virtual School
- Surrey Online Learning
- Mindworks

5.9. Expertise and training of staff

Training needs of staff are identified and planned for by liaison between the SLT. Further training needs are identified through the appraisal process.

All our staff receive training to support them to fulfil their roles. Teaching staff, teaching assistants and care staff have accessed targeted programmes of CPD to develop their skills which typically includes a range of specialist training, such as developing/refreshing subject knowledge, awareness of innovative practice, awareness of research findings and any other needs that are raised through our appraisal system.

New staff follow a comprehensive induction process that includes reviewing the SEN provision and needs.

The SENDCo keeps up to date with latest development through communication with Surrey, personal research and continued CPD. SEND network meetings are attended.

We use specialist staff for academic and pastoral support.

5.10. Securing equipment and facilities

Should a young person require specialist equipment or support, it will be accessed, either through the annual review process or in emergencies, through negotiations with the Surrey SEND team.

Forest View has a lift access point but to date, no mobility needs have necessitated this being installed.

5.11. Evaluating the effectiveness of SEND provision

The school monitors and evaluates the quality of provision we offer all pupils and this informs future developments and improvements.

The SEND link governor meets regularly with the SENDCo and will provide reports for the full governing body. The governors, headteacher and school business manager monitor and review funding.

Parents' views have been sought through questionnaires and pupils complete or update the relevant sections of the EHCP paperwork ahead of reviews.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires (One Page Profiles)
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12. Enabling pupils with SEND to engage in activities available

There are no barriers to involvement in extracurricular activities. Sunnydown School is an active supporter of the Surrey Special Schools Sport network.

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) in Year 9 and any other trips which are well planned.

All pupils are encouraged to take part in sports day.

No pupil is ever excluded from taking part in ~~these~~ activities because of their SEN or disability.

Students with medical conditions

Sunnydown School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Detailed individual arrangements for dealing with medical conditions are outlined in the school's medical policy.

5.13. Support for improving emotional and social development

Our School mission is to enhance the Resilience, Independence and Cooperation of young people through Encouragement, Enabling and finally Empowering them (RICE3).

We provide support for pupils to improve their emotional and social development in the following ways:

- Our pupils are encouraged to be part of the school council
- We have a zero tolerance approach to bullying.
- We have a strong Pastoral Support team.
 - We employ the principles of Restorative Justice, when supported young people resolve their conflicts.

5.14. Working with other agencies

Sunnydown School staff work closely with all agencies to ensure the best possible outcomes for each young person.

Agencies include:

- Education Psychology
- SaLT
- OT
- Mindworks

5.15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance, in accordance with our complaints policy which is based on the Surrey County Council model policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16. Contact details of support services for parents of pupils with SEND

Families should refer to the Surrey County Council Local Offer in the first instance.

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

If the support that is necessary cannot be accessed or identified through this portal, please contact the SENDCo.

5.17. Contact details for raising concerns

Concerns about SEND provision in our school should be made to the SENDCo in the first instance, in accordance with our complaints policy.

5.18. The local authority local offer

Our local authority's local offer is published here: <https://www.surreylocaloffer.org.uk/>

6. Monitoring arrangements

This policy will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year. The governing body will approve the policy.

7. Links with other policies and documents

This policy links to the following policies:

- Accessibility policy and plan
- Anti bullying
- Supporting pupils with medical conditions
- Safeguarding and child protection
- Complaints
- Homework
- Equality and diversity
- Behaviour
- Looked after Children
- Assessment and Recording