

# Stoughton Infant and Nursery School SEND Information Report 2025-2026



a member of  
  
 Learning Partners  
 academy trust

## Our School

### Our School Vision:

*“To be a community that empowers every child to meet their unique potential to flourish in life.”*

At Stoughton Infant and Nursery School is a mainstream Infant school with a strong emphasis on the importance of all children accessing a broad and enriched curriculum. There is a focus on quality first teaching to support all learners within our school. Stoughton is an inclusive school and is committed to providing equal opportunities for all children.

### Overview of SEND at Stoughton Infant School

#### (February 2026 Information)

Stoughton Infant and Nursery School currently have 294 children on role.

Pupils on the SEND register		Pupils with EHCPs	
National Average	At Stoughton Infants	National Average	At Stoughton Infants
18.4%	19%	4.8%	5.1%





At Stoughton Infant School, 19% of children are on our SEND register. These include children with Autism Spectrum Condition and/or ADHD diagnoses, a medical diagnosis, learning difficulties and communication delays. All children are provided for, and their provisions are adapted appropriately to their needs. This document reports Stoughton Infant’s provision for children with additional and Special Educational Needs and Disability (SEND). It outlines the support which all schools are required to implement as stated in the SEND Code of Practice. The report can be read alongside the school’s SEND Policy, which is made available on the school’s website.



## Special Educational Needs

At Stoughton Infant and Nursery School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2014:

		Cognition and Learning
		Communication and Interaction
		Social, Emotional, Mental Health
		Sensory and Physical



**Meet our Inclusion Team**



**Inclusion Lead and SENDCo**  
**Mrs. Becky Arnell**

If you would like to contact Becky, please call the school on 01483504172 or send an email to [rarnell@stoughton.surrey.sch.uk](mailto:rarnell@stoughton.surrey.sch.uk)  
Becky's working days are Tuesday – Friday



**Deputy Inclusion Lead**  
**Mrs. Clare Radford**

If you would like to contact Clare, please call the school on 01483504172 or send an email to [cradford@stoughton.surrey.sch.uk](mailto:cradford@stoughton.surrey.sch.uk)  
Clare's working days are Monday – Friday



**Our Home School Link Worker**  
**Mrs. Claire Marrow**

If you would like to contact Claire, please call the school on 01483504172 or send an email to [ClaireMarrow@stoughton.surrey.sch.uk](mailto:ClaireMarrow@stoughton.surrey.sch.uk)  
Claire's working days are Monday, Tuesday, Thursday morning and Friday



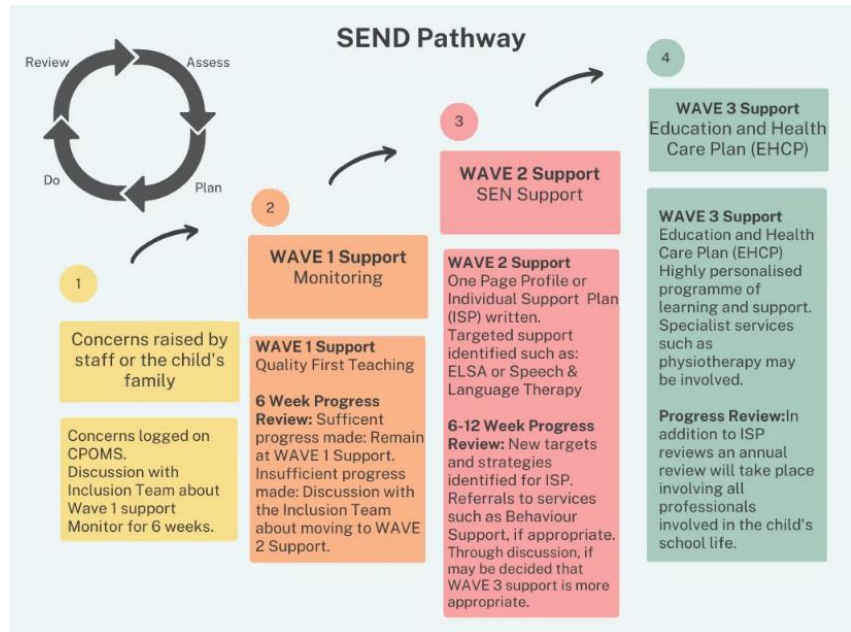
**Our ELSA (Emotional Literacy Support Assistant)**  
**Mrs. Sam Lampard**

If you would like to contact Sam, please call the school on 01483504172 or send an email to [slampard@stoughton.surrey.sch.uk](mailto:slampard@stoughton.surrey.sch.uk)  
Sam's working days are Monday-Friday



### Identifying and Assessing Need

At Stoughton we work closely as a team and if staff or parents have a concern about a child, they will be placed on the monitoring register and we begin to follow our SEND Pathway using a Graduated Response approach of 'Assess, Plan, Do and Review'.



### Our approach to teaching children with SEND

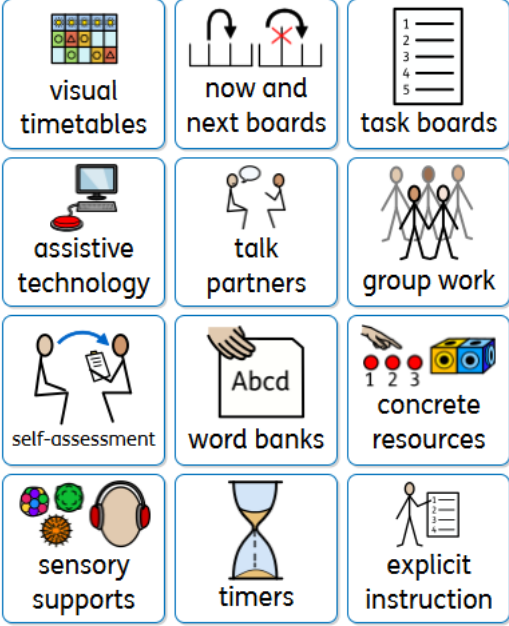
Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to provide children with additional interventions in small groups outside the classroom, or to provide one-to-one support to work on specific targets. We use the [Surrey schools Ordinarily Available Provision booklet](#) guidance produced by the Local Authority to complement our teaching and evidence based strategies such as the [EEF five a day approach](#) to support our learners to succeed.




### Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We are continually adding to our toolkit of strategies through partnership work with external agencies and training.

Some of the strategies that we use include:

	
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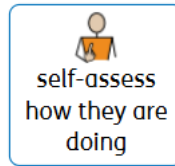
 <p><b>Parent Consultations</b></p>	<p>At Stoughton Infant School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We have an “open door” policy and encourage parents to meet with us regularly. Becky and class teachers are also available at parents’ evenings to discuss any concerns.</p> <p>We host at least three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision, direct parents to training courses or support groups and offer opportunities to meet up with outside agencies.</p> <p>For children who have an ISP (Individual Support Plan), these will be shared with you at each parents’ evening. These meeting are used to celebrate your child’s learning, looking at the progress they have made, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>In addition to this, parents of children with Education, Health and Care Plan, SEN Support Plan or those requiring specialist support (over and above what is ordinarily available) will be invited in for further meetings throughout the year to review their plans.</p> <p>During the year a parental questionnaire is also sent out to gain views on the school and the SEND provision.</p>
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	<p>Pupil’s views are very important; they have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school.</p>
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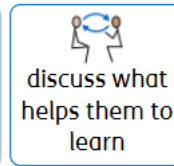


### Pupil voice

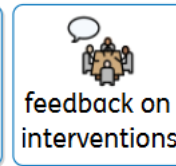
Pupils are given regular opportunities to:



self-assess  
how they are  
doing



discuss what  
helps them to  
learn



feedback on  
interventions



### Evaluating provision

We are constantly reviewing and evaluating our SEND provision. We do this through:

- Reviewing progress in SLT meetings and discussing next steps.
- Discussing and share ideas in staff meetings to ensure up to date research and policies are in place.
- Identifying training needs and offering regular in house and external CPD opportunities to staff.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the Inclusion Lead.
- Using a tracking tool to update targets and measure progress.
- Holding termly reviews alongside parents' evenings
- Holding annual reviews for children with Education Health Care Plans.
- Working with professionals within Learning Partners Academy Trust and external professionals to monitor provision.



### Staff training

At Stoughton, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team within school are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the areas listed below. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



Understanding Autism



Understanding ADHD



Supporting Speech, language and communication needs



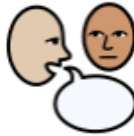
NPQ SENCO



NASENCo



Talk Boost



NELI



BEAM



Supporting dyslexia in the classroom



Understanding behaviour as communication



ELKLAN



ELSA



Attention Autism



Sensory Processing



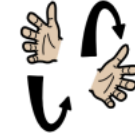
Colourful semantics



Child development



De escalating behaviour



Makaton



Lego therapy



ELSA



Nurture support



Moving and handling



Speech and Language



Boxall profile



### Transition Support

#### **Entry to Nursery and Reception**

We hold a parent and carer session in the summer term for our new Nursery and Reception starters, providing parents with the opportunity to meet with the class teachers and Inclusion Lead.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start. In September there is a phased start in smaller groups.

Transition to Reception, and then into each successive year-group, is supported by meetings, social stories, information leaflets and taster sessions in each new class.

#### **End of Year transition**

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment. We hold at least 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Support Plans.

#### **Transition to KS2**

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

#### **Mid-Year new starters**

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.





### Outside agencies

We work with the following agencies to provide support for children with SEND:

STIPs (Specialist Teachers in Practise)

LEAP (Local Early Autism Team)

SEES (Specialist Early Education Service)

	<p>Early Years Advisors          Freemantles Autism Outreach Service          The Early Years Speech and Language Service          Surrey school-based Speech and Language service          Surry Educational Psychology Service          Occupational Therapy          Physiotherapy          Physical and Sensory Support          Barnardos          NAS Surrey Branch          Paediatricians and specialist nurses          Primary Mental Health          Mindworks</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will share their advice with you.</p>
 <p><b>Clubs and trips</b></p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips and to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, classroom monitors etc. No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school’s accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>
 <p><b>Surrey Local Offer</b></p>	<p><a href="#">Surrey Local Offer</a> web pages provide information on education, training and support, for children and young people with special educational, and disability needs, and their families and practitioners.</p> <p>The Local Offer team are available to signpost you to services and events or to address any queries relating specifically to the Local Offer website. Please contact them by:</p> <p>Email: <a href="mailto:localoffer@surreycc.gov.uk">localoffer@surreycc.gov.uk</a>          Completing an online enquiry form          Telephone: 0300 200 1015</p>