



Special Educational Needs Policy Incorporating the Limpsfield Grange School SEND Information Report

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Governor's Committee: CCSW

Date Approved: Spring 2026

Review Period: Annually

Next review date: Spring 2027

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The Limpsfield Grange Values:

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept, value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

February 2026

Limpsfield Grange School

Special Educational Needs Policy

Background & rationale

All students at Limpsfield Grange School have an EHCP and have special educational needs. We offer a broad and balanced, challenging and relevant curriculum rooted in the National Curriculum, delivered by our experienced and dedicated staff team. At Limpsfield Grange every teacher is a teacher of SEN and it is the responsibility of all staff to assist in meeting the individual needs of the students to the best of our abilities. At Limpsfield Grange, we believe that by focusing on the areas of wellbeing, achievement, communication and independence (WACI), our students will be well prepared for their life beyond Limpsfield Grange.

Legislation and guidance

The Limpsfield Grange SEN Policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

Definitions

The terms 'special educational needs' and 'disability' have legal definitions.

Special Educational Needs (SEN):

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 them.

A child or young person has a learning difficulty or disability if they have:

- 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 SEN may have a disability under the Equality Act 2010 defined as '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'.

Limpsfield Grange will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Scope of the policy

This policy applies to all Limpsfield Grange permanent and bank staff; Governors; students; parents/carers and visiting professionals who work with students at the school.

Roles and responsibilities

The SENCO

The SENCO is Emma Phillips, Deputy Headteacher (deputy@limpsfield-grange.surrey.sch.uk) The SENCO is a member of the Senior Leadership Team of the school and matters relating to SEND are central to the school's strategic direction and to daily operational matters.

The SENCO will:

- Work with the Headteacher and Governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services

The Governing Body

All Governors at Limpsfield Grange have a responsibility for SEN due to the specialist nature of our setting, so we do not have one specific named Governor. However, if you would like to discuss SEN please contact Jackie Tanner, Chair of Governors, in the first instance. Mrs Tanner's email address is mrs.tanner@limpsfield-grange.surrey.sch.uk

The Governing Body will:

- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Monitor the effectiveness of SEN provision across Limpsfield Grange School

The Headteacher

The Headteacher will:

- Work with the SENCO and The Governing Body to determine the strategic development of the SEN policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability across the school

Teachers and Teaching Assistants

Teachers and Teaching Assistants are responsible for:

- The progress and development of every student that they teach and support
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow the Limpsfield Grange SEN policy
- Working closely with any staff delivering interventions to plan and assess the impact of support and interventions and how they can be linked to day to day classroom teaching

The Limpsfield Grange SEN Information Report

The types of SEN for which provision is made at the school

Limpsfield Grange School meets the needs of girls aged 11 – 16, who have communication and interaction needs and an EHCP. The majority of our students have a diagnosis of autism. Our provision meets the needs of students who are working broadly at age related expectations in some areas of the curriculum, whilst requiring specialist support to make progress across the wider curriculum.

Students at Limpsfield Grange are likely to experience difficulties in the following areas:

- Working memory and processing
- Social interaction and communication
- Receptive and expressive language
- Building and maintaining effective relationships
- Generalising skills and concepts
- Self-regulation and the identification of their own emotions and the emotions of others

Working with students and parents/carers

At Limpsfield Grange we believe that a students' education is a partnership between parents/carers and the school.

We communicate with parents/carers in the following ways:

- A weekly email update from their daughter's Form Tutor sent to the whole class
- Individual emails to students and parents/carers to share positive feedback and successes
- Through the Annual Review process
- Termly school reports
- Annual parents evening
- Annual parents/carers school questionnaires
- Annual parents/carers residential questionnaires
- Half termly Headteacher newsletters
- LGS Twitter, Facebook and Instagram
- LGS website

Assessing and reviewing students' progress

An Annual Review of their EHCP is held annually for all students and this meeting is chaired by Annie McKenna, SEND Adviser and Annual Review Lead. Parents/carers are invited to attend the meeting remotely or in person and it is expected that all students will attend the meeting. Annual Review meetings take place throughout the year. The aim is to review an EHCP no more than 12 months from the date of the final plan or from the date of the previous review.

Students are set annual targets that build towards the broader outcomes outlined in their Education, Health and Care Plans. These targets are set at the Annual Review meeting. Progress in meeting the annual targets derived from EHCP outcomes is recorded on an ongoing basis and is shared with parents/carers at each Annual Review meeting. Any questions about student progress in meeting Annual Review targets should be directed to Mrs Janaway, Student Support Lead at mrs.janaway@limpsfield-grange.surrey.sch.uk.

Each student's progress and development are carefully tracked from their start points. We will consider the views of the students and their parents/carers. Where relevant, we will draw on the assessments and guidance from other professionals, e.g. Speech and Language Therapist.

All lessons are planned and delivered from each students' individual start point, leading to good progress in each lesson and over time. All Teachers and Teaching Assistants are aware of students' individual needs and of strategies or approaches required to support them. Academic progress is shared with parents/carers in a termly a school report. Any questions about student progress should be directed to Mrs Chippington Assistant Headteacher at mrs.chippington@limpsfield-grange.surrey.sch.uk.

Supporting students moving between phases and preparing for adulthood

There are two types of admissions to Limpsfield Grange – Key Stage Transfer admissions for a place in Year 7 and in year admissions, which are both managed by the Surrey County Council SEND Admissions Team. The Headteacher of Limpsfield Grange reads consultation papers sent to the school and decides whether the school can meet the needs of the student as outlined in their EHCP.

Parents/carers are encouraged to visit Limpsfield Grange as part of this process, and the school hosts open mornings throughout the year to share information about the provision and the approach of the school.

Limpsfield Grange provides a transition day for the new Year 7 students in July of Year 6, in order to prepare them for their start in the next academic year. Parents are required to attend a Parent Information meeting. This gives students and their families the opportunity to find out more about the school and to become familiar with staff.

Transition planning is part of the Annual Review process from Year 9 onwards. Limpsfield Grange aims to involve students to make informed choices and decisions about their future. Students will receive independent careers advice and guidance, as part of our WACI Independence strand.

The Limpsfield Grange School approach to teaching students with SEN

Each student at Limpsfield Grange has SEN and has an EHCP. We believe that each student, irrespective of their needs, has a right to experience a broad and rich curriculum. Our carefully sequenced curriculum enables students to develop and embed skills and knowledge incrementally, fully preparing them to make a successful transition to a new placement when they leave us in Year 11.

Students at Limpsfield Grange are taught in small classes of 10-13 students, in mixed ability groups in their chronological year, with classes usually supported by one Teaching Assistant. The Limpsfield Grange curriculum is organised as a subject-based model with students moving between classrooms and teachers. Teachers are responsible and accountable for the progress and development of all the students in the classes that they teach. High quality, personalized teaching is the foundation of our teaching approach for all of our students. We believe that our students should be just as successful in their wellbeing, communication and independence, as they are academically. This gives them the greatest possible chance of success as learners and in the wider world.

Adaptations to the curriculum and learning environment

The aim of the Limpsfield Grange curriculum is to fully prepare our students for life beyond school, giving them the knowledge and skills that they will need to successfully make the next step in their lives. Our curriculum focuses on developing skills in core and foundation subjects alongside our WACI curriculum, and

provides opportunities for students to develop communication and independence skills commensurate with their academic abilities; and the capacity to manage their wellbeing effectively. We offer a curriculum that is meaningful, engaging and meets our students' needs. We plan clear routes of progression and development. The streamlined curriculum allows extra time to be dedicated to English and Maths. Our curriculum offers a high level of challenge and support for students, enabling them to make very good progress from their start points over time. Our curriculum allows students to explore, deepen their understanding, develop and embed skills to use in later life. We help students to make connections between what they are learning in school and the wider world

Additional support for learning

Students at Limpsfield Grange are taught in small groups supported for most of each day by a Teaching Assistant.

We provide bespoke, short term evidence-based interventions for students with reading ages of less than 10 years old on entry.

We work with a Surrey County Council Speech and Language Therapist and a Speech and Language Therapy Assistant.

We work with other agencies and organizations to provide support for our students as required.

Expertise and training of staff

Staff at Limpsfield Grange have a wealth of experience of working with autistic girls, and the work of the school informs national and international research.

At Limpsfield Grange School we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of students with SEND. This is achieved through:

- INSET and training for all staff delivered by a range of staff and external professionals, including weekly staff training sessions for teams across the school
- Individual staff specialisms
- Bespoke and personalised CPD opportunities for all staff

Monitoring and evaluation of SEN

At Limpsfield Grange School we regularly monitor and evaluate the quality of provision we offer all students and this informs future developments and improvements. This may include the following aspects:

- Governor visits
- School Self Evaluation
- SIP Priorities
- Questionnaires and surveys of parents/carers and students

Limpsfield Grange's SEN provision is kept under regular review through the various termly Governor Committees and Full Governing Body Meetings.

Contact details for raising concerns

Parents are advised to address any questions, queries or concerns to your daughter's Form Tutor or relevant subject teacher in the first instance. Please copy Emma Phillips (deputy@limpsfield-grange.surrey.sch.uk) into your correspondence. If the issue remains unresolved, the next step is to make a formal complaint. Information of how to do this can be found in Complaints Procedure which is available on our website or on request from the School Office.

Students are advised to address any questions, queries or concerns to their Form Tutor, relevant subject teacher or any member of staff with whom they feel comfortable, and this is outlined in their school planner.

The Local Authority Local Offer

Surrey's Local Offer can be found here [Surrey Local Offer](#)

Monitoring arrangements

This policy and information report will be reviewed by the Deputy Headteacher annually. It will also be updated if any changes to the information are made during the year.

Related policies & documents

- Accessibility Plan
- Behaviour Policy (formerly the Anti Bullying Policy)
- Child Protection and Safeguarding Policy
- Children with Health Needs Who Cannot Attend School Policy
- Complaints Policy
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- Equality & Diversity Policy
- Homework Policy
- Online Safety Policy
- SRE Policy
- Student Attendance Policy
- Suspensions and Exclusions Policy
- Teaching & Learning Statement

Review

The Governing Body of Limpsfield Grange School adopted this policy on:

It will be reviewed on:

Signed:

Dated: