



SEND Report September 2020



- This information report gives details of the school's contribution to the Local Offer. Further information on Surrey's Local Offer can be found on the Local Offer website: [Surrey Local Offer](#).
- Esher High School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:
  - Cognition and Learning
  - Communication and Interaction
  - Social, Emotional and Mental Health
  - Sensory and / or Physical
- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).
- We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. The progress of all students is monitored regularly by teachers, middle leaders and the senior leadership team so that when a student is not making expected progress in a

**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

particular area, the school can identify the area of need and plan appropriate interventions.

- Our staff are vigilant at supporting, raising & responding to any concerns.
- We use data and other forms of assessment to identify additional needs and celebrate achievement.
- We liaise with our feeder primary schools to ensure that we know the needs of any children who have already been identified as having special educational needs.
- When students join the school, we make good use of a range of data including reading and spelling ages, ability tests and information from primary schools in order to identify students who need extra help.
- If parents/carers have concerns about their child, they should in the first instance speak to the class teacher/form tutor to discuss their concerns.
- The school has a SEN policy which can be found on the school website. The SENCO is Mrs Carol Weatherhead.
- We work collaboratively with a range of outside agencies.
  
- We hold regular meetings to discuss progress, and strategies for access to learning for all. Team meetings are also called as required for targeted students. Decisions are made as a result of these meetings as to the most appropriate steps to take in order to support the learner; these decisions tie in with the school's graduated approach to meeting needs.
  
- As a school we are unable to make a diagnosis of Dyslexia, however we are able to ascertain specific learning difficulties from the baseline data and some testing that we do in school.

**Our arrangements for consulting parents of students with SEN and involving them in their child's progress**

- All staff follow our Teaching & Learning policy which aims to ensure that all learners' needs are met. We strongly believe that all teachers are teachers of children with special educational needs and they plan for and include them in all lessons.
- Parents/carers of students with SEN can communicate via the Senco/Head of Year or Form Tutor. They will also be given the opportunity to discuss the effectiveness of support at **Review meetings and Parents' Evenings**.
- One page learner profiles are produced in consultation with learners so that teaching staff have a clear overview of the student's whole story. We feel it is vital to have the views of the learner so that they feel involved in their own learning.
- Our governors play an active & structured role in monitoring the quality of our special educational needs provision as does the Head teacher, senior leadership team and SENCO.
- All interventions we put in place (in addition to quality teaching in the classroom) are informed, evidence based and are measured. We monitor impact & attendance against expected rates of progress.
- On-going monitoring of students will highlight the need for any further dialogue with their families.
- Our additional support programmes are overseen by the SENCO and/or the Inclusion Manager. Some of these may be on-going, some may be temporary, depending on the needs of the student.
- All school staff are aware of students' (who are either on the SEN register or have an EHCP) needs through pupil profiles in order to maximise support given.

	<ul style="list-style-type: none"> <li>• We adopt a graduated response to meeting needs, through quality first teaching. Our staff make reasonable adjustments to help include all children not just those with SEN. We take a holistic school approach to supporting learners including liaising with pastoral teams – form tutor, Head of Year.</li> </ul>
<p><b>Arrangements for assessing and reviewing students' progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment review</b></p>	<ul style="list-style-type: none"> <li>• In addition to the normal reporting arrangements parents/carers are encouraged to discuss their child's progress with the subject staff at Parents' evening and with the Form Tutor.</li> <li>• Termly tracking of each student's progress takes place by the parents/carers, Form Tutor and Year Leader through the termly report, which gives the current level and a target level s.</li> <li>• Students' planners, school website and <b>EduLink system</b> (the school's intranet) are the ways of checking school information on a daily basis.</li> <li>• Information evenings for parents/carers are held early in the first term as well as being part of the induction process in year 6 a.</li> <li>• Individual meetings can also be arranged with the SENCO to help support parents/carers and students with SEND.</li> </ul>
<p><b>Our approach to teaching students with SEN</b></p>	<ul style="list-style-type: none"> <li>• We adopt a graduated approach to meeting needs, through Quality First Teaching.</li> <li>• Our staff make reasonable adjustments to help include all students, not just those with SEND.</li> <li>• We take a holistic approach to supporting learners; teaching staff, support staff, Heads of Year Leaders and form tutors, pastoral staff, we have allocated Student Wellbeing Coordinators for individual year groups and Senior</li> </ul>

	<p>Leadership Team members are all involved with supporting our students.</p> <ul style="list-style-type: none"> <li>• We have staff trained to support additional medical needs, we have <b>an effective medical policy in place</b> and have health care plans in place for students where necessary which are regularly reviewed.</li> </ul>
<p><b>Our arrangements for supporting students in moving between phases of education and preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include Higher Education, employment, independent living and participation in society.</b></p>	<ul style="list-style-type: none"> <li>• During the summer term the Transition Team, which includes our Transition Coordinator, Inclusion Manager and Student support Coordinator, visit our feeder primary schools and meet all the children to make them feel like 'Esher High Students' and ensure they are confident in transition.</li> <li>• Our SENCO will visit primary schools to attend annual reviews during Year 6 where possible to ensure transition for students with SEND is as smooth as possible.</li> <li>• <b>Summer school.</b></li> <li>• We meet with primary teachers and discuss every individual student, and the staff raise our awareness of students' needs. Best practice is shared so that transition is easier.</li> <li>• Other measures we take: run induction days for all students, an information evening for Year 6 students' parents, we host an extended transition programme over a number of sessions for more vulnerable learners 'Eager for Esher' which is run by our Transition Coordinator.</li> <li>• We liaise with the local authority to maximise the chances of successful transitions for Year 11 students to their next phase:</li> <li>• All students receive guidance and support in preparation for the moving on to their next phase including meeting with our Careers advisor.</li> </ul>

	<ul style="list-style-type: none"><li>• Our Hub (library) has a dedicated section for careers advice and guidance.</li><li>• From Year 9 onwards all students have training on, and access to, U-Explore and career advisory systems .</li><li>• We have an accessible information evening whereby details of subject specific content is shared so that our students can make informed choices about their courses and their futures.</li><li>• Students with SEND may receive additional support via a range of staff including the SENCO, Inclusion Manager and Student Wellbeing Coordinator.</li><li>• Surrey County Council have a post-16 Special Educational Needs team.</li><li>• The SENCO liaise with the prospective college/school regarding support that may be required for individual students.</li></ul>
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