



SEN Information Report

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:

<https://www.surreysendlo.co.uk/>

Questions

School Response

1	<p>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?</p>	<ul style="list-style-type: none"> • 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 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 have in-house expertise in special educational needs. • 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 an SEN policy which can be found on the school website. The SENCO is Miss Grace Davies.
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Cognition and Learning - Communication and Interaction

		<ul style="list-style-type: none"> - Social, Emotional and Mental Health - Sensory and / or Physical <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <ul style="list-style-type: none"> • 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. • 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. • All our additional support programmes are overseen by the SENCO. 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, have statements or EHCPs) needs through pupil profiles in order to maximise support given. • 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.
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Students are put into sets in some subjects (English, maths & MFL) from either October half-term or Christmas in Year 7. These are then reviewed termly to ensure that the curriculum matches each individual child's needs. • All our teachers are informed of the needs of individual learners. • We have a tailored, personalised curriculum that is broad and balanced and meets as minimum the National Curriculum. Students are guided as to suitable pathways and options available to them for Key Stage 4 are discussed with parents. • We are a specialist Performing Arts school and all students are actively encouraged to participate in this aspect of the curriculum

		<ul style="list-style-type: none"> All staff are aware of the need to differentiate lessons so as to support access to the curriculum
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> We regularly share progress feedback with all our learners and their families through our formal reporting cycle. All students have a planner to record homework and also enable parents to communicate with teachers. Email is used by all staff as a means of communication with parents. We also use telephone, meetings and the Parent Portal where parents can view attendance, behaviour, reports and contact teachers. Additional support can be provided to support learning such as the VLE, and other specific websites which parents informed about. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings we clearly share what can be done by families at home to supporting the learning at school. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. Subsequent reports show progress towards these targets. Annual Reviews take place for children with statements of Special Educational Needs or Education Health Care Plans Other reviews are carried out in line with the Code of Practice for SEN We also have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> All students have a form tutor who oversees their overall well-being. Students also have a Head of Year and Deputy Head of Year. There is an Inclusion Team who aim to ensure that all students are supported in school All our staff are regularly trained to provide a high standard of pastoral support.

		<ul style="list-style-type: none"> • Some students are allocated a staff mentor to oversee their educational and / or emotional needs. • We have two Pastoral Support Coordinators who support all students. • Relevant staff are trained to support medical needs and in some cases all staff receive training. We have an effective medical policy in place. • We have a part-time school nurse and a counsellor. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff & students. • We monitor attendance daily and take the necessary actions to prevent prolonged unauthorised absence, or if through illness provide support for re-entry to school that best suites the student's needs so that they can access the curriculum. • Learner voice is central to our ethos and this encouraged in a variety of ways. We also have peer-mentors and mediators who are trained to support other students. There are also cyber-bullying mentors. • We have links with various external agencies including social services, Occupational Therapists and CAMHS. • We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child to develop holistically.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Our staff received regular training and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in health and social care, including Educational Psychologists, CAMHS etc. Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding. • We have a specialist teacher of SEN, Sarah Fielding, who works at school full-time • All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
7	<p>What training are the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none"> • We invest time and money in training our staff to improve delivery and develop enhanced skills & knowledge

		<ul style="list-style-type: none"> • At staff meetings, our staff are updated on matters pertaining to special educational needs and disability. • Smaller meetings are held regarding individual students where appropriate in order that everyone is fully aware of how to support children with SEND. • Strategies from both internal and external reports are shared with all staff. • Our Special Needs Co-ordinator (SENCo) is a qualified teacher and attends regular network meetings and training with regards to SEND. She is currently completing the National SENCo Award. • Teaching Assistants (TA) are fully aware and trained as to how to support the specific needs of students with whom they work. Statemented / EHCP students have a Key TA allocated to them who supports the student and liaises with other staff and home. • Our Higher Level Teaching Assistants are linked to the English, maths, PE, Learning Zone and Learning Development Departments. The Learning Development HLTA is supported by our Specialist Teacher of SEN. The English, science and maths HLTAs receive subject specific training from the Heads of Department in order to ensure that they are aware of curriculum needs. Senior TAs are allocated to year groups to try to promote more of a needs-based and fluid intervention. • Support staff receive regular training to ensure that they know how best to support students in their learning • All Newly Qualified Teachers in school receive training as to how to support students with SEND
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. • Our inclusive approach promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Our policy and practice embraces the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all learners. The new building work

		<p>currently being completed includes lift access so that students will be able to access the upstairs classrooms.</p> <ul style="list-style-type: none"> • We use specialist external support where appropriate including for those students with English as an Additional Language • We seek advice from Occupational Therapists and other agencies if specialist equipment is required
10	<p>How will the school prepare and support my child to join the school, transfer to a new college or the next stage of education and life?</p>	<ul style="list-style-type: none"> • We have a robust Induction programme in place for welcoming new learners to our school. • There is a Year 6 Induction Day in July • The Head of Year 7 makes visits to the feeder primary schools during the summer term • We run Eager for Esher for Year 6 students who Primary Schools think may need extra visits prior to joining us • The SENCO also visits primary schools and joins Annual Reviews in year 6 where possible to ensure that the transition for students with SEN is as smooth as possible • There is a Summer School for students who are Pupil Premium and require additional support • In September only Year 7 students start at 8.45 on the first day. • Year 7 students are taught in tutor groups for the first ½ term • All Year 7 students have their own lunch slot for the entire year. • We have very good relationships with our feeder schools as well as regular meetings with Esher College to ensure smooth transition to this popular Higher Education provider. We have links with various colleges, apprenticeships, work experience placements and careers advisors to ensure that students are supported as they move onwards from Esher High School. • Statemented / EHCP students receive individual reviews and support to ensure that they are supported in their transfer from Esher High School onwards. • Careers talks are given to learners so that they can make informed choices about what they would like to do in the future • We have a careers advisor who comes into school and the Hub (library) has a dedicated section for careers advice.
11	<p>How are the school's resources allocated and</p>	<ul style="list-style-type: none"> • We review the needs of the learners within the school and endeavour to put in place

	<p>matched to children's special educational needs?</p>	<p>provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards training so that in-house provision is more targeted at needs. The SENCO carries out learning walks, along with our Principal Teaching Assistant, which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</p> <ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. We seek to ensure value for money service at all times • Students receive extra resources depending on their level of needs as evidenced through progress made • Pupil Premium and Catch-up funding are used to support this as well as additional funding from SEN when necessary • We track each intervention to look at the impact on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. • Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • All teachers are teachers of students with SEN and they are trained and supported in ensuring quality teaching in their lessons to support every student • Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. We take advice from Primary Schools, Educational Psychologists and others to ensure that students receive the appropriate support • Provision is made for students with a statement of Special Educational Needs or an Education Health Care Plan • The SENCo ensures that the support for children is in line with the guidance given in the SEN Code of Practice • All interventions are monitored for impact and outcomes are defined at the start of any intervention. • The SENCO oversees all additional support and regularly shares updates with SLT and the SEN Governor. • The SENCO liaises with key staff where there are concerns about progress or

		engagement. Following sharing of information, decisions are made as to the most appropriate type of support put in place for the learner. Learners are then spoken to regarding progress / concerns.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • We whole-heartedly believe in working with parents in a two-way dialogue to support a young person's learning, needs and aspirations. We take every opportunity to strengthen this dialogue. • Our Governing Body includes Parent Governors/representatives. • Parents can access a variety of information including attendance and reports through the Parent Portal • Parents attend Annual Reviews for their children with statements of SEN / EHCPs • There is a Headteacher's drop-in session every week that parents can access if they have any concerns • There is a regular parent bulletin to provide key information • All parents are invited to attend parents' evenings when they meet individual subject staff
14	Who can I contact for further information?	<ul style="list-style-type: none"> • There is a variety of information on the school website • The Parent Portal is accessible for all parents • An information booklet is sent to all parents each year providing key contact information and guidance • In the first instance, parents/carers are encouraged to talk to their child's class teacher / tutor. • Further information and support can be obtained from the Head of Year or Pastoral Support Coordinators who are linked to each year group. • If you wish to discuss admissions, please contact Mrs Dunkley (jdunkley@esherhigh.surrey.sch.uk) • In terms of Special Educational Needs, parents should contact the school's SENCO, Miss Grace Davies. • If you are not happy with the support you have been given, and contact with school has not been helpful, a copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint.

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