



SEND Report
2023/24



The SEND information report is published annually as set out in the SEND Regulations 2014 and must include information about:

- i. the kinds of SEN that are provided for*
- ii. policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCo*
- iii. arrangements for consulting parents of children with SEN and involving them in their child's education*
- iv. arrangements for consulting young people with SEN and involving them in their education*
- v. arrangements for assessing and reviewing children and young people's progress towards outcomes*
- vi. arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood*
- vii. the approach to teaching children and young people with SEN*
- viii. how adaptations are made to the curriculum and the learning environment of children and young people with SEN*
- ix. the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured*
- x. evaluating the effectiveness of the provision made for children and young people with SEN*
- xi. how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN*
- xii. support for improving emotional and social development how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families*
- xiii. arrangements for handling complaints from parents of children with SEN about the provision made at the school*

(SEND Code of Practice 0-25 January 2015)

<p>i. What kinds of SEND does the school support?</p>	<p>We are a mainstream, inclusive school which fully complies with the requirements outlined in the SEND Needs Code of Practice 0-25 (January 2015). We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <p>Like all mainstream schools, we provide for young people with needs in the following areas:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and/or Physical <p>The level of support depends upon the complexity of the young person's difficulties and our ability to meet their needs in school. We follow Surrey County Council SEND guidance and processes.</p>
<p>ii. What are our policies for identifying children and young people with SEN and assessing their needs?</p>	<p>All our students are supported by the inclusive and nurturing environment that we have created at Esher High School. We celebrate diversity and uniqueness and recognise that all students are individuals with different strengths and challenges. While some students with SEND may need support throughout the whole of secondary school, others may need to access support temporarily to meet a particular need.</p> <p>The criteria for inclusion on the SEN register, in line with the SEND Code of Practice 0-25 January 2015, is defined as occurring when progress:</p> <ul style="list-style-type: none"> • 'is significantly lower than that of peers starting from the same baseline • fails to match or better the children's previous rate of progress • fails to close the attainment gap between the child and their peers • widens the attainment gap.' <p>(SEND Code of Practice 0-25 January 2015)</p> <p>A child will be added to the SEN register if they fulfil at least one of the criteria below:</p> <ul style="list-style-type: none"> • The child has an EHCP • The child has formal diagnosis which requires significant adjustments and targeted intervention from specialist external agencies or the internal SEND team • A history of/ evidence of significant needs which have had a sustained impact on the child's ability to make progress

	<p>A child will be added to the OAP register (ordinarily available provision) if:</p> <ul style="list-style-type: none"> The child has a formal diagnosis which can be supported through quality first teaching and reasonable adjustments within school <p>The progress of all students is monitored regularly by subject teachers, Heads of Department, Heads of Year and the Leadership Team so that when a student is not making expected progress in a particular area of learning, the school can identify the need for additional support as necessary.</p> <p>If parents/carers have concerns about progress or attainment they should, in the first instance, contact the subject teacher or tutor. As an inclusive school, it is imperative that students with SEND are supported by all school staff and their provision does not solely rely on the SENCo.</p> <p>Support and progress are monitored by the following key staff:</p> <ul style="list-style-type: none"> Subject Teachers Tutors Subject Leaders SENCo Support Staff Safeguarding and Inclusion Manager The Leadership Team <p>Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND.</p>
<p>What are the arrangements for:</p> <p>iii - consulting parents of children with SEN and involving them in their child's education?</p> <p>iv - consulting young people with SEN and involving them in their education'?</p>	<p>In addition to the school's regular reporting cycle, including the annual Parents/Carer Evening, it is always possible to email or arrange a phone call or meeting with the subject teacher, tutor, HOY, SENCo or another member of staff if there are any concerns regarding the overall progress of their child.</p> <p>All parents/carers can access our online communication system 'Edulink' so they can see their child's timetable and attendance, positive and negative behaviour points log etc.</p> <p>Students on the SEN register will have a Pupil Passport made for them. This will be created using external reports (if available) and information from school staff, parents and, of course, the child. This document is available on Edulink for teachers and contains updated strategies for how to support the child in their lessons. The Pupil Passport will be reviewed yearly or more regularly if the need arises.</p>

<p>v - assessing and reviewing children and young people's progress towards outcomes?</p>	<p>For those with more complex needs, an Assess Plan Do Review (ADPR) cycle will begin and will be reviewed at the end of each cycle which lasts 12 weeks. If 3 cycles of an ADPR are completed and no significant progress is made, our SENCo will make a request for an EHCNA from the local authority.</p> <p>Students who have EHCPs are invited to attend at least part of their Annual Review meeting to ensure they are fully involved in the discussion about their progress, provision and continuing needs.</p>
<p>vi. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>Y6-7</p> <p>During the summer term, the Transition Team, which includes our Transition Coordinator, Inclusion Manager and Student Wellbeing Coordinators and the SENCo, visit our feeder primary schools and meet all the children to make them feel like 'Esher High Students' and to ensure they are confident in transition.</p> <p>The SENCO will attend transition reviews for students joining Esher High with an EHCP. This will be online or in person, where possible, to ensure transition for students with SEND is as smooth as possible.</p> <p>We meet with primary teachers and discuss our new students and during these meetings primary staff raise awareness of students' needs. Best practice is shared so that transition is easier. Primary schools are expected to transfer SEN files as soon as possible, preferably before September.</p> <p>Other transition events:</p> <ul style="list-style-type: none"> • Induction days for all students, • An information evening for year 6 students' parents, • An extended transition programme for more vulnerable learners called 'Eager for Esher' which is run by our Transition Coordinator. These students are identified by primary schools. <p>Y9-10</p> <p>All students receive guidance on options and an options evening is held for parents. In line with our belief in inclusive education, all subjects are available to all students.</p> <p>Y11 onwards</p> <p>All students receive guidance and support in preparation for moving onto their next phase including meeting with our Careers advisor. We also liaise with the local authority to maximise the chances of successful transitions for Year 11 students to their next phase: Our Hub (library) has a dedicated section for careers advice and guidance.</p>

	<p>From Year 7 onwards all students have training on, and access to careers advice through the online careers platform 'Start'. SEN students are prioritised for 1:1 careers advice meetings which take place from Year 9.</p> <p>Students with SEND may receive additional support via a range of staff including the careers team, SENCO, Inclusion Manager, Student Wellbeing Coordinators and Surrey County Council also have a post-16 Special Educational Needs team who can provide more specialised advice.</p> <p>The SENCO liaises with the prospective college / school regarding support that may be required for individual students.</p>
<p>vii. What is the approach to teaching young people with SEN?</p>	<p>We adopt a graduated approach to meeting needs, through inclusive Quality First Teaching with our staff making reasonable adjustments to help include all students, not just those with SEND. There is a holistic approach to supporting learners; teaching staff, support staff, Heads of Year, tutors and pastoral staff along with allocated Student Wellbeing Coordinators for individual year groups and Senior Leadership Team members are all involved with supporting our students.</p> <p>We have staff trained to support additional medical needs, we have an effective medical policy in place and have health care plans in place for students where necessary, which are regularly reviewed.</p> <p>Students are set in Maths from Year 7 after initial assessments in October but are taught in mixed ability classes for all other subjects. We believe that the best place for students is in a classroom therefore we do not withdraw students for interventions unless there is a significant need.</p> <p>There are 3 levels of support:</p> <ul style="list-style-type: none"> • Wave 1 /Ordinarily Available Provision– Quality First Teaching, low level occasional adjustments such as retreat cards, access arrangements, word processors, specific seating arrangements in the classroom etc. • Wave 2/SEN K – sustained and targeted support from the SEND team or external agencies • Wave 3 /SEN E– EHCP <p>This is in line with Surrey's Graduated Response – aiding the evidencing of appropriate provision if moving a student to a higher wave/asking for external agency support.</p>

viii - how are adaptations made to the curriculum and the learning environment of children and young people with SEN?	<p>Through Quality teaching, our staff make reasonable adjustments to ensure all students are making progress. All teachers are provided with information on the learning needs of students on the SEN register through EHCPs, other external reports and the child's personalised Pupil Passport. These are readily available on Edulink.</p> <p>The curriculum, schemes of work, and individual lessons are adapted while ensuring learning retains a high level of challenge.</p>
ix – what is the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured?	<p>The SENCo holds the National Award for SEN Co-ordination (NASENCO) and attends the Surrey SENCo Network meetings in order to be up-to-date with local and national developments in SEND.</p> <p>As part of Continuing Professional Development (CPD), all staff have SEN specific training, however, this often falls into the general teaching and learning CPD for all. Where the need arises, INSET days are dedicated to SEN. In October 2023, this was delivered by Mindworks and the school's Quality of Education SLT members.</p> <p>Where it is deemed that external support is necessary, we discuss any referrals with parents/carers in the first instance and gain full consent before proceeding with a referral.</p> <p>Esher High works with many external agencies, including the Educational Psychology Service, Speech and Language Therapy, ASD Outreach, the Physical and Sensory Support Service, Specialist Teachers for Inclusive Practice team (STIPs), CAMHs and Social Care.</p>
X – how do we evaluate the effectiveness of the provision made for children and young people with SEN?	<p>We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Decisions are made as to whether specific interventions are proving to be effective both in terms of time spent on them and the funding used in providing the intervention.</p> <p>Depending on what support arrangements are provided, it is coordinated and monitored by one of the following:</p> <ul style="list-style-type: none"> • Subject Teacher • Tutor • Subject Leader • SENCo • Designated Safeguarding Lead/Head of Inclusion • SLT <p>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 whole school adjustments are required.</p>

xi - how are students with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?	<p>We have a whole school approach to inclusion which supports all learners engaging in activities together. There may need to be discussion and forward planning with staff, parents/carers and students with regard to any barriers or issues of access but this will be done to ensure full and appropriate participation. Registers are taken for all school activities and we actively monitor the engagement of learners across the school. Students with SEND, including those with EHCPs, represent the school at Open Evening, doing tours and demonstrations; they are in the Prefect team, in school performances and in a variety of sports teams.</p>
xii – what support is there for improving emotional and social development?	<p>Students are supported in a variety of ways:</p> <ul style="list-style-type: none"> • Cultural curriculum delivered in tutor time • Assemblies • Thought for the day in RSHE/PHSE lessons • Tutor and Head of Year • Year allocated Student Wellbeing Coordinators • Inclusion Support Team • ELSA • Safeguarding & Inclusion Manager (Mental Health Lead) <p>In addition, students can access support from our School Counsellor (Valley Trust) or our Relational Support Worker (East to West)</p> <p>We have a triage system for in school support, students complete a self-assessment/referral with a key member of staff. Referrals are triaged by our Inclusion Manager and allocated an appropriate intervention. School will consult with CAMHS and submit referrals as required. School will contact the CAMHS crisis line in light of any emergency.</p> <p>For further information please contact Inclusion Manager (MH Lead) nsearle@esherhigh.surrey.sch.uk</p>
xiii - how does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and	<p>As aforementioned, we work with many agencies when the school feels that support needed is above and beyond what the school is able to offer. In these cases parents/carers and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Last year, our students were able to access support from, amongst others, East to West, CAMHS, Educational Psychology Service, Social Care agencies, STIPs and ASD Outreach.</p> <p>We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Inclusion Manager communicates</p>

young people's SEN and supporting their families?	<p>regularly with social care staff and the virtual school to ensure the child's wider needs are being met, including co-ordinating students' Personal Education Plans (PEP). The PEP is produced termly to help support the child's education. If the young person also has SEND, the SENCo is fully involved in those meetings and target setting.</p>
xiv – what are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?	<p>In the first instance, if a parent/carer has a concern they are encouraged to speak to the relevant member of staff or tutor. If the matter cannot be resolved at this stage then please contact the SENCo to discuss the nature of the complaint and to look for a resolution to the issue.</p> <p>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.</p> <p>Where a resolution between the parent/carer and school cannot be reached then parents/carers will be advised to seek external support through the Surrey Independent and Support Service (SIASS) for Special Needs and Disabilities (SEND).</p>