



**SEND Report
2025/26**



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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 and 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>Esher High School is committed to providing an inclusive education for all learners and ensuring that every student has the opportunity to achieve their full potential. Esher High School is a Locality Nurture Hub and our culture is underpinned by Nurture UK’s six principles of nurture. These principles guide our whole-school relational approach and ensure that students with SEND experience a learning environment that is safe, predictable and supportive.</p> <p>We work in partnership with students, families, staff and external agencies to ensure that needs are understood and provision is planned carefully and collaboratively. All teachers are responsible for the progress and development of every student in their class, and high-quality, adaptive teaching is the foundation of our approach.</p> <p>As a mainstream, inclusive school, we support students with a broad range of special educational needs and disabilities. We fully comply with the SEND Code of Practice 0–25 (2015) and make reasonable adjustments to our practices in line 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>While these are the four recognised areas of need nationally, local trends across Surrey directly influence the individual profiles we support at Esher High School. Esher High School supports a broad and increasingly complex range of needs, including growing numbers of learners with ASD and ADHD profiles, SEMH presentations, and significant literacy and numeracy needs. Our provision is continually adapted to ensure every student can access an ambitious and inclusive curriculum. We follow Surrey County Council SEND guidance and processes as part of our commitment to high-quality, inclusive education.</p>
<p>ii. What are our policies for identifying children and young people with SEN and assessing their needs?</p>	<p>All students are supported by the inclusive and nurturing environment that we have created at Esher High School. We celebrate diversity and recognise that all students are individuals with different strengths and challenges. While some students with SEND may need support throughout secondary school, others may require support temporarily to meet a particular need. Our nurture-informed approach ensures that identification is relational, collaborative and responsive to each student’s context.</p>

In Year 7, students complete baseline assessments to help us identify any emerging literacy or reading needs. These include the NGRT (National Group Reading Test), which provides data on reading accuracy, comprehension and overall literacy profile.

Where NGRT outcomes indicate possible underlying processing or working-memory difficulties, we may carry out additional assessments such as LUCID Exact or other diagnostic tools to understand the student's learning profile in greater depth and to determine whether specific reasonable adjustments—such as word processors, reader pens or the use of a computer reader—are appropriate and necessary in the classroom.

From Year 9 onwards, a Level 7 Qualified Specialist Assessor conducts formal assessments for exam access arrangements in line with JCQ regulations. Eligibility is based on both standardised assessment scores and a history of need demonstrated within normal classroom practice. We place significant emphasis on establishing a student's 'normal way of working', and any adjustments made in class are evidence-based and consistent over time. Teachers use the school's adaptive teaching expectations and whole-school routines to support the development of this normal way of working, as outlined in our Teaching & Learning Guide.

Within school, the SEN referral process is integrated into CPOMS, enabling staff to share concerns directly with the Inclusion Team and providing a clear chronology of need to support timely triage and action. The Inclusion Team will advise staff on next steps using Surrey County Council's Ordinarily Available Provision (OAP) Guidance, ensuring we are following the graduated response. Triage of new concerns typically occurs within a fortnight to ensure emerging needs are responded to promptly. Learning Support Assistants also contribute observational evidence from lessons, which forms an important part of the graduated response and supports early identification. Parent and pupil voice are incorporated at every stage of the identification process, and concerns raised directly by families are logged through CPOMS to ensure they are acted upon. All referrals are logged and triaged on a regular basis to ensure timely action, consistency and transparency across the school.

Our whole-school behaviour and relational culture supports early identification of need, as behaviour is understood as a potential form of communication. Staff use consistent routines and language, in line with our Culture & Behaviour Handbook, which helps to highlight where difficulties may reflect underlying SEND or additional needs.

A child will be added to the SEN register if they fulfil at least one of the criteria below:

- The child has an EHCP
- The child has a 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 and targeted intervention is required.

A child will be added to the OAP register (Ordinarily Available Provision) for monitoring if:

- The child has a formal diagnosis which can be supported through adaptive and responsive teaching and reasonable adjustments within school
- The child displays traits of a SEN need but does not have a diagnosis and requires access to our ordinarily available provision.

The SEN and OAP registers are reviewed termly to ensure they remain accurate and reflect any changes in need, assessment information or provision. Any external agency reports are reviewed on arrival, stored centrally and incorporated into Pupil Passports, where relevant.

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. Subject Leaders play a key role in this process, sharing subject-specific concerns and supporting the implementation of targeted classroom strategies. Intervention data, including literacy and numeracy progress measures, spelling ages and reading ages, also contribute to the identification and assessment of ongoing needs.

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.

Support and progress are monitored by the following key staff:

- Subject Teachers
- Tutors
- Subject Leaders
- SENCo
- Support Staff
- Safeguarding and Inclusion Manager
- The Senior Leadership Team

Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND. The SENCo provides regular updates to governors, including analysis of register trends, provision mapping and the

	<p>impact of interventions, ensuring robust oversight of SEND across the school. This includes monitoring the participation of learners with SEND in the Reflection Room and Focus Room to identify patterns and ensure that support or intervention can be reviewed appropriately.</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>v - assessing and reviewing children and young people's progress towards outcomes?</p>	<p>In addition to the school's regular reporting cycle, including the annual Parents'/Carers' Evening, it is always possible to email or arrange a phone call or meeting with the subject teacher, tutor, Head of Year, SENCo or another member of staff if there are any concerns regarding the overall progress of their child. Parents are welcome to request a review of support at any point, and the Inclusion Team will arrange a meeting where appropriate to discuss provision and next steps.</p> <p>All parents/carers can access our online communication system Edulink, where they can view their child's timetable, attendance and behaviour information. Pupil Passports are shared with parents during review meetings, annual reviews or on request. Our nurture-informed approach means that communication with families is relational, constructive and centred around shared understanding of the child's needs. Parent voice is sought through discussions, review meetings and other appropriate formats throughout the graduated response.</p> <p>Students on the SEN register will be assigned a Pupil Passport linked to their area of need (e.g. ASD, AuDHD, dyslexia, ADHD, SEMH, DysDHD). Students with more complex needs, including those with EHCPs, will have an individual Pupil Passport created using external reports (where available) and information from school staff, parents and the student. This document is available to staff via Edulink/Arbor and contains updated strategies for supporting the student in lessons. Pupil Passports are reviewed with the student and relevant staff yearly, or more regularly if the need arises. Parents are invited to contribute during these reviews and other meetings with pastoral or Inclusion staff.</p> <p>Student voice is gathered through discussions or formats appropriate to the young person. Our approach is flexible and responsive: some students prefer 1:1 conversations, visual support, written prompts or digital formats to share their views. Staff adapt their communication in line with our nurture principles and Culture & Behaviour Handbook to ensure all students can express their views confidently and safely. Students with EHCPs are invited to attend at least part of their Annual Review meeting, with support to prepare their views in advance if needed.</p> <p>At Esher High School, the assess-plan-do-review (APDR) cycle is embedded across our whole-school systems. APDR is reflected through a range of practices, including Pupil Passports, wellbeing assessments, student support plans, pastoral support plans, attendance support plans, parents' evenings, meetings with students and families, behaviour and attendance analysis, academic report data and records stored on CPOMS. Together, these processes enable staff</p>

	<p>to assess need, plan and implement support, and review progress throughout the year. This integrated approach ensures that support for students with SEND is part of routine classroom practice and wider pastoral systems, allowing staff to respond promptly and consistently to changes in need.</p> <p>For students with more complex or persistent needs, additional staff or external professionals may be involved to support assessment and provision. If a student is not making expected progress despite sustained intervention and use of ordinarily available provision, the SENCo may seek further specialist advice and, where appropriate, consider a request for an Education, Health and Care Needs Assessment (EHCNA). External professionals may include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS/Mindworks or Surrey Specialist services.</p> <p>Assessment and review are also informed by the school’s teaching and learning expectations. Teachers use adaptive teaching, retrieval practice, consistent routines and clear modelling to monitor how students access learning and track changes in barriers over time, in line with the Teaching and Learning Guide.</p> <p>Pastoral data—such as wellbeing indicators, attendance patterns and behaviour information—is reviewed as part of APDR to ensure that emotional or social factors contributing to a student’s progress are identified early and supported through appropriate intervention or personalised strategies.</p> <p>Students with EHCPs receive a formal Annual Review each year, bringing together input from the student, parents, teachers, pastoral staff and external professionals (where relevant) to ensure that outcomes, provision and longer-term planning remain appropriate.</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>During the summer term, the Transition Team, which includes our Inclusion Lead/DSL, Head of Year, Student Wellbeing Coordinators and the SENCo, visit our feeder primary schools and meet all the children to help them feel confident and familiar with Esher High School. These visits enable us to gather detailed information about each student’s strengths, needs and any specific support required for a smooth transition. Our nurture-informed approach ensures that these meetings focus on relationships, predictability and emotional safety, helping students to feel secure ahead of the move to secondary school.</p> <p>The SENCo attends transition reviews for students joining Esher High School with an EHCP, either online or in person. Additional planning meetings are arranged where needed for students with more complex profiles, including those</p>

with SEMH needs or anxiety about transition. Surrey STIPs coordinate the ASPIRE programme to support enhanced transition, including a NE Surrey-wide event where SENCos from local primaries and secondaries share information.

For children not on the ASPIRE programme, primary schools are expected to transfer SEN files as soon as possible and by the end of September at the latest. Where emerging needs are identified, further information may be requested to support planning.

Transition events include:

- Induction days for all students
- Summer School during the last Thursday and Friday of the summer holidays
- An information evening for Year 6 parents
- Early to Esher – an extended transition programme for more vulnerable learners run by the Inclusion Team, including a bespoke transition booklet, familiarisation visits, meeting key staff and structured opportunities to explore key areas of the school.

Students with significant anxiety, medical needs or a history of school refusal may be offered additional visits or a bespoke transition plan, coordinated with families and external agencies where appropriate. Where needed, transitions are scaffolded gradually and supported through consistent routines, familiar adults and clear visual information, in line with our nurture principles and whole-school behaviour approach.

For students with medical needs, our Student Services Officer meets with families and primary schools prior to transition to review Individual Health Care Plans, clarify medical requirements and ensure that appropriate arrangements and staff training are in place for September.

For a small number of students with complex needs, particularly those with significant medical requirements, the LSA who will be supporting them in September may also attend induction events. This enables the student to begin building a relationship with key staff and supports a well-prepared transition.

Some students may also receive tailored transition activities where this is appropriate for their needs. This includes students who experience high levels of anxiety and those joining Esher High School from a primary school where they are the only, or one of very few, pupils transferring. Enhanced transition may involve additional visits, meeting key staff, supported tours during quieter times and the use of individual visual resources to help familiarise them with the school environment. Our approach is flexible to ensure that students experience predictability and connection during periods of change.

Transition information is also used to support the organisation of tutor groups to ensure an appropriate balance of need, relationships and support for all students.

Year 9–10

All students receive guidance on option choices, and an Options Evening is held for parents. In line with our belief in inclusive education, all subjects are available to all students. For a small number of students with specific and significant needs, we may consider personalised curriculum pathways. This is always planned on a case-by-case basis, following careful assessment and consultation with families, and is only used where it is appropriate for the student's individual learning profile.

Year 11 onwards

All students receive guidance and support for their next phase, including meeting with our Careers Advisor. We liaise with the local authority to support successful transitions for Year 11 students. Our Hub contains a dedicated section for careers advice and guidance.

From Year 7 onwards, all students have training on, and access to, careers advice through the online career's platform Start. Students with SEND are prioritised for 1:1 careers meetings from Year 9 onwards. Where needed, staff support students to contact colleges, arrange visits and understand course requirements.

Students with SEND may receive additional support from the careers team, SENCo, Inclusion Lead, Student Wellbeing Coordinators and Surrey's post-16 SEND team. We work with families and post-16 providers to ensure any reasonable adjustments or support needs are clearly communicated. For students with access arrangements, relevant assessment information and evidence of normal way of working are shared with post-16 providers to support continuity of provision.

The SENCo liaises with prospective colleges or schools regarding support that may be required for individual students. This may include sharing Pupil Passports, external reports and key strategies to support continuity of provision. Where appropriate, transition planning may also include supported visits, preparation activities or visual transition resources to help students understand and feel confident about the next phase.

vii. What is the approach to teaching young people with SEN?

At Esher High School, teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants (LSAs) or specialist staff.

High-quality teaching, adaptive and responsive teaching and positive relationships lie at the heart of everything we do at Esher High School. Students with SEN have access to the full curriculum in most cases unless it is agreed that it would be better for the student to access fewer subjects and, at this point, a personalised curriculum will be considered. Curriculum Leaders work closely with the Inclusion Team to ensure subject content is accessible and that potential barriers to learning are identified and addressed across departments.

Our whole-school warm–strict ethos supports students with SEND through clear boundaries, predictable routines and positive, respectful relationships. Staff use consistent, calm language and model our trademark behaviours to create a safe and structured learning environment.

Teachers plan lessons that are accessible for every student, using information from Pupil Passports and Individual Health Care Plans where relevant. Teachers also draw on information gathered through transition, ongoing assessment, pastoral systems and communication with families to ensure that provision reflects an up-to-date understanding of individual needs.

Teachers adapt their lessons to cater for the diverse needs of learners and respond to emerging needs by seeking advice from specialist staff or external agencies where appropriate. Adaptations may include the use of scaffolding, modelling, chunking tasks, visual supports, explicit teaching of routines, and strategies that support executive functioning such as checklists and step-by-step guidance.

Teachers also follow whole-school guidance on presenting information clearly, including simplifying slides, using consistent layouts and reducing unnecessary visual clutter. These approaches support learners with dyslexia, attention needs and working memory difficulties.

Reading is supported through explicit teaching of key vocabulary and structured reading approaches such as FASE reading and Oral Cloze. Writing is supported through the use of scaffolds, structure prompts and review checklists, providing clear stages for students who may find extended writing challenging.

<p>viii - how are adaptations made to the curriculum and the learning environment of children and young people with SEN?</p>	<p>Students benefit from consistent routines across lessons, including structured entry and exit routines, knowledge organiser use, Do Now retrieval tasks, clear countdowns and predictable transitions. These routines reduce cognitive load, support executive functioning and provide clarity for learners who may find lesson transitions difficult.</p> <p>Participation routines such as Cold Call and Warm Call are used flexibly to ensure that all students, including those with SEND, have appropriate thinking time and opportunities to contribute confidently.</p> <p>Digital tools, including word processors, text-to-speech software, visualisers and reader pens, are used where appropriate to support access to learning in line with a student’s normal way of working.</p> <p>Learning Support Assistants (LSAs) work under the direction of the class teacher and are deployed purposefully to promote independence, reinforce key learning and facilitate access to the curriculum. LSAs follow whole-school expectations for supporting learning, including modelling strategies, fostering independence and avoiding over-prompting.</p> <p>We are committed to supporting learners to develop their independence and staff ensure they are not creating a culture of dependence by providing excessive support from LSAs. Classroom practice is supported through a consistent whole-school approach that includes clear routines, modelling, retrieval practice and vocabulary instruction, which benefit all learners and particularly support those with SEND.</p> <p>Teachers and support staff receive ongoing professional development on SEND, including training on autism, ADHD, SEMH, literacy difficulties, executive functioning and adaptive teaching strategies. Additional training is provided where trends are identified or where specific needs arise within a cohort.</p> <p>Provision for students with SEND follows a tiered model of support: universal provision delivered by all teachers through adaptive teaching; targeted interventions for those needing additional support; and specialist provision informed by external professionals where required. This ensures that support is proportionate to need and integrated into classroom practice wherever possible.</p> <p>Adaptations to the curriculum and the learning environment are made in line with Surrey’s Ordinarily Available Provision Guidance and our school Teaching & Learning Guide. Curriculum adaptations may include scaffolding, vocabulary pre-teaching, visual supports, reduced cognitive load, alternative ways of recording and flexible grouping. Environmental adaptations include strategic seating, minimising distractions, the use of visual prompts, access to quiet spaces, retreat cards where appropriate and the use of assistive technology such as word processors or reader</p>
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	<p>pens. These adaptations are personalised through the APDR process and designed to enable students with SEND to access an ambitious and inclusive curriculum.</p>
<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>	<p>The SENCo holds the National Award for SEN Co-ordination (NASENCO) and attends Surrey SENCo Network meetings to remain up to date with local and national developments in SEND. The SENCo also contributes to internal CPD, supports staff through consultation and guides the implementation of Surrey’s Graduated Response across the school.</p> <p>All staff receive SEND-related Continuing Professional Development (CPD), with much of this embedded within whole-school teaching and learning practice. Where appropriate, INSET days are dedicated to SEND. In 2023 and 2024, staff received training from Mindworks on ADHD, Dyslexia Awareness from a specialist dyslexia teacher, and ASD Awareness from Limpsfield Grange’s ASD Outreach team. In 2024 and 2025, staff received training from the Educational Psychology Service and Specialist Teachers for Inclusive Practice (STIPs) on relational practice.</p> <p>In addition, as a Nurture UK Locality Hub, staff access training on trauma-informed and attachment-aware approaches, supporting our whole-school relational culture and ensuring that students experience a predictable and supportive environment.</p> <p>SEND-related CPD is integrated within the school’s Teaching & Learning Guide, which outlines consistent expectations for adaptive teaching, scaffolding, modelling, reducing cognitive load, vocabulary instruction, and establishing predictable routines. These practices support all learners and are particularly beneficial for those with SEND.</p> <p>Learning Support Assistants (LSAs) receive ongoing training on supporting learning, promoting independence and understanding common SEND profiles, including autism, ADHD, SEMH and literacy needs. Several LSAs hold additional specialist training, including ELSA training delivered by Psychology First (with ongoing professional supervision), Elklan Communication Support Training, and STIPS “Literacy for All” training. Our Senior LSA also attends Surrey Communication Network Meetings to remain up to date with best practice in supporting speech, language and communication needs.</p> <p>Specialist expertise for Exam Access Arrangements is secured through a Level 7 Qualified Specialist Assessor, ensuring that assessments and recommendations are carried out in line with JCQ regulations. Staff supporting exam access arrangements also receive training so that adjustments reflect a student’s normal way of working.</p>

	<p>Where specialist external support is required, referrals are discussed with parents/carers in the first instance and full consent is obtained before proceeding.</p> <p>Esher High School works with a wide range of external agencies, including:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Speech and Language Therapy • ASD Outreach • Physical and Sensory Support Service • Specialist Teachers for Inclusive Practice (STIPs) • Mindworks • Social Care • Mindworks Mental Health Support Team • NHS Occupational Therapy Service • REMA (Race Equality and Minority Achievement) • The Be Me Project • NESSSS Outreach Service • East to West (commissioned emotional wellbeing support) <p>All external advice is incorporated into the APDR cycle, Pupil Passports and classroom strategies to ensure consistent and effective implementation. Access to external agencies is dependent on referral pathways, local authority thresholds and service availability.</p>
<p>X – how do we evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<p>The effectiveness of provision for students with SEND is monitored regularly to ensure that support is having the intended impact. This includes reviewing academic progress, engagement, attendance and wellbeing to determine whether the provision remains appropriate and effective. Intervention impact is evaluated using pre- and post-assessment data where relevant, as well as feedback from staff, students and families.</p> <p>Decisions are made about whether specific interventions should continue, be adapted or be discontinued based on their effectiveness, taking into account the time allocated and efficient use of resources.</p> <p>Depending on the type of support in place, provision may be coordinated and monitored by one or more of the following:</p> <ul style="list-style-type: none"> • Subject Teacher

	<ul style="list-style-type: none"> • Tutor • Subject Leader • SENCo • Designated Safeguarding and Inclusion Lead • Senior Leadership Team <p>Information from APDR cycles, wellbeing assessments, pastoral plans (e.g. SSPs, PSPs, Attendance Support Plans), behaviour data and records held on CPOMS is also reviewed to support an accurate understanding of progress and emerging needs.</p> <p>Each year we review the needs of the whole cohort to identify any changes in the overall profile of SEND within the school. Decisions are then made as to whether additional training, adjustments to provision or wider whole-school approaches may be required. This may include reviewing the deployment of LSAs, considering curriculum accessibility, identifying patterns in student needs or making changes to intervention pathways.</p> <p>The SEN and OAP registers are reviewed termly to ensure accuracy and to reflect any changes in need, provision or external advice.</p> <p>Governors receive regular updates from the SENCo and are responsible for monitoring the strategic effectiveness of SEND provision across the school, including trends, training, provision mapping and outcomes for students with SEND</p>
<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>	<p>We have a whole-school approach to inclusion which supports all learners in engaging in activities together. There may need to be discussion and forward planning with staff, parents/carers and students regarding any barriers or issues of access, but this is carried out to ensure full and appropriate participation. We make reasonable adjustments, in line with the Equality Act 2010, so that students with SEND can take part in curriculum activities, enrichment and wider school life alongside their peers wherever appropriate.</p> <p>Registers are taken for all school activities and we actively monitor the engagement of learners across the school to ensure that students with SEND are represented and supported where needed. Students with SEND, including those with EHCPs, represent the school at Open Evenings by leading tours and demonstrations; they are part of the Prefect team, take part in school performances and participate in a variety of sports teams.</p>

	<p>All extracurricular clubs, trips, visits and events are open to all students. All school trips and visits are planned with accessibility in mind, and reasonable adjustments or individual risk assessments are completed where needed to ensure students with SEND can participate. Where additional planning is required, such as adjustments to routines, communication support, preparation resources or environmental considerations, this is coordinated collaboratively with families and relevant staff. Learning Support Assistants may provide support on a case-by-case basis where this is part of a student's provision or is required for safe participation.</p> <p>Students with SEND are encouraged to participate in the full range of leadership and enrichment opportunities. Staff monitor representation across clubs, leadership roles, events and wider opportunities to ensure participation is equitable and barriers are identified and addressed promptly.</p> <p>Our nurture-informed culture and relational approach ensure that adults prioritise emotional safety, predictability and supportive relationships so that students with SEND can participate confidently in wider school life.</p>
<p>xii – what support is there for improving emotional and social development?</p>	<p>Students are supported in a variety of ways to promote positive emotional, social and mental wellbeing. Support is provided through whole-school systems, targeted interventions and specialist services. Our whole-school wellbeing approach includes:</p> <ul style="list-style-type: none"> • Our warm–strict culture • A curriculum for belonging • Cultural curriculum delivered in tutor time • Assemblies • Thought for the day in RSHE/PSHE lessons • Form tutors and Heads of Year • Year-group allocated Student Wellbeing Coordinators • Inclusion Support Team • ELSA (Emotional Literacy Support Assistant) sessions • Safeguarding & Inclusion Manager (Senior Mental Health Lead) • A nurture-informed whole-school culture, underpinned by the six principles of nurture, which supports emotional safety, predictable routines and positive relationships

We use a triage system to identify, understand and respond to emotional and social needs. Students complete a wellbeing questionnaire with a key member of staff, and referrals are reviewed by our Inclusion Manager. Interventions are allocated according to need. Support may include:

- Therapeutic intervention from the School Counsellor (Valley Trust)
- Relational support from East to West
- ELSA sessions delivered by trained staff
- Targeted pastoral plans (SSPs, PSPs and Attendance Support Plans) where appropriate

Access to the Willow building for scheduled independent learning, short term respite, phased returns or retreats from lessons. These are reviewed termly to ensure support remains at the appropriate level.

In November 2024, the school began working with the Mental Health Support Team (MHST), part of Mindworks Surrey. The school consults with MHST and submits referrals where appropriate. Mindworks' crisis line is used for emergency advice or guidance where safeguarding concerns arise.

This academic year (2025–26) we have officially opened our “Locality Nurture Hub,” commissioned by Surrey County Council and Nurture UK. Dedicated staff support students on both a 1:1 and small-group basis—particularly Key Stage 3 students with SEMH needs—focusing on relational development, emotional regulation and confidence. Our whole-school understanding of the six nurture principles works alongside our relational practice to underpin our culture of belonging. Our Nurture Hub Teacher is Helen Bleach.

Student voice is incorporated through wellbeing conversations, pastoral check-ins and review meetings, ensuring that students with SEND can express how well current support is meeting their needs.

The school's safeguarding and anti-bullying procedures apply to all students, and additional measures are in place to ensure that students with SEND are not disproportionately affected by bullying or discriminatory behaviour.

All support for emotional and social development is reviewed regularly through the APDR cycle to ensure that provision continues to meet the student's needs.

<p>xii - 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 young people's SEN and supporting their families?</p>	<p>Esher High School works closely with a wide range of external agencies when additional support is required beyond our ordinarily available provision. As outlined in earlier sections of this report, we collaborate with health, social care, educational and voluntary-sector professionals to ensure that students' needs are understood holistically.</p> <p>Referrals to external services are always discussed with parents/carers and, where appropriate, with the young person. Consent is obtained before a referral is made, and relevant information is shared to support accurate assessment and effective intervention.</p> <p>The school also works with local authority services including the Educational Psychology Service, Specialist Teachers for Inclusive Practice (STIPs), ASD Outreach, the Physical and Sensory Support Service and Social Care. Health-related support may include Speech and Language Therapy, NHS Occupational Therapy and Mindworks Surrey, including the Mental Health Support Team (MHST).</p> <p>We also work with a range of voluntary and commissioned services such as East to West, The Be Me Project and the Valley Trust Counselling Service, Barnardos, as well as REMA (Race Equality and Minority Achievement). These partnerships enable us to provide targeted support for emotional wellbeing, social development, communication needs and family guidance.</p> <p>Esher High School has a particular duty to ensure that Looked After Children (LAC) are well supported. The Designated Teacher (who is also the SENCo) works closely with Social Care and the Virtual School to coordinate Personal Education Plans (PEPs) and to ensure that educational, social and emotional needs are aligned for any LAC with SEND.</p> <p>External advice is incorporated into pupil passports, the graduated response and classroom strategies, ensuring that recommendations are implemented consistently and reviewed regularly through the APDR cycle.</p>
<p>xiii – what are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?</p>	<p>In the first instance, if a parent/carer has a concern about the provision for their child, they are encouraged to speak to the relevant member of staff or their child's tutor. Most concerns are resolved through informal communication and early discussion with staff. If the matter cannot be resolved at this stage, parents/carers should contact the SENCo to discuss the nature of the concern and explore a resolution.</p>

	<p>A copy of the school's complaints procedure is available on the school website. This outlines the formal steps the school will take when handling complaints, including how concerns are investigated and the expected timescales. The procedure applies to all complaints, including those relating to SEND provision.</p>
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Where a resolution cannot be reached between the parent/carer and the school, parents/carers may seek independent, confidential advice and support through Surrey SEND Information, Advice and Support Service (SEND Advice Surrey). Further information about this service is available via the Surrey Local Offer.