



ESHER CHURCH SCHOOL SEND INFORMATION REPORT

INTRODUCTION

Esher Church School is an all-inclusive and welcoming school and this is central to our core aims and vision. The staff, governors, pupils and parents work together to make our school a happy and safe place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity is essential for all.

To achieve this, we attend to the needs of different groups of children within our school, thus providing learning experiences that enable all pupils to make the greatest possible progress and achieve their full potential in a supportive and fully inclusive environment. Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and interventions that are developed to personalise learning. We ensure that all children and young people are entitled to an education that enables them to achieve their best and become confident individuals so that they make a smooth transition into secondary education and adulthood.

SPECIAL NEEDS FOR WHICH PROVISION IS MADE AT ESHER CHURCH SCHOOL

We consider a child to have 'Special Educational Needs' if he or she:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register)
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age
- Our school fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). All staff receive regular training and, in addition, we have staff who have been specifically trained in areas such as visual impairment and autism
- We offer and deliver training so that staff are 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)
- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support for a child
- When the school identifies the need for an additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support
- This individual provision plan is time-banded and specific outcomes are set and monitored
- Wave 1, Wave 2 and Wave 3 provision maps state the ways in which pupils may be supported
- If the pupil meets the criteria for special education needs or disabilities (SEND), parents will be invited to a meeting at the school with the class teacher and/or the Inclusion Manager depending on the individual need and circumstances to draw up a plan of support, known as a Pathway Plan under the New Code of Practice (0-25:2014)
- We will 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
- The impact of interventions is reviewed on a 6 weekly basis and more frequently as needed
- Our Inclusion Manager and SENCo work closely with the Senior Leadership team/ Class Teachers and support staff to ensure every child makes expected progress. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and meet regularly with the Inclusion manager and SENCo.

THE POLICIES FOR IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS

We consider a child to have 'Special Educational Needs' if he or she:

- At ECS we have a rigorous monitoring system in place that tracks the progress of our pupils. Regular pupil progress meetings take place with the Senior Leadership team and staff are vigilant at supporting pupils and raising any concerns
- We use data and a range of assessment strategies to identify additional needs
- Decisions are then made as to the most appropriate steps to take to support the learner; these decisions tie in with the school's graduated approach to meeting a child's needs
- Parents/carers are encouraged to speak to the class teacher to discuss any concerns, who will then liaise with our Inclusion Manager/SENCo as appropriate
- We have access to a range of provision using a variety of resources to meet individual needs

THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN AND INVOLVING THEM IN THEIR CHILD'S EDUCATION.

- We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations
- We operate an open-door policy to allow parents to contact staff when they feel there is a need. A half-termly SEN coffee morning is held for any parent who wishes to attend and find out more about SEN in the school. Often these meetings have a SEN focus
- Parents are invited to become involved in school-life through a number of means e.g. Parent Association (ECSA), helping within the classroom, listening to children read, school trips and ongoing invitations to school events throughout the year
- We also have parent governors who can take an active role in the overall running of the school including financial Leadership, curriculum development and whole school improvement
- The school uses the school website, newsletters, 'Parent Mail' to communicate with parents and inform them of what their children will be learning next.
- During our '**assess, plan, do and review**' cycle we look at the actions needed to support a learner towards their outcomes.
- Annual reports, formal Parents' Evenings (in the Autumn and Spring term) and other informal meetings throughout the year allow parents/ carers the opportunity to receive regular feedback on their children. At these meetings we discuss our approaches in school, the next steps for the child and what parents can do at home to help/support their child's learning.
- When appropriate, parents/carers may be contacted to discuss the support that the school is providing your child and how you can help your child at home: this may be a phone call or a meeting.
- Additional contact/meetings will be arranged with the class teacher and parents if necessary.
- In school, staff regularly provide children with feedback and next steps. The methods vary with the needs of the children, but examples include: oral feedback, written feedback and small group support
- 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.

THE ARRANGEMENTS FOR ASSESSING AND REVIEWING PUPIL'S PROGRESS AND WORKING WITH PARENTS AND PUPILS AS PART OF THIS ASSESSMENT & REVIEW

- During our termly pupil progress meetings and the '*assess, plan, do and review*' cycle we look at the actions needed to support a learner towards their outcomes. We liaise with parents and carers where appropriate in order to support progress
- The school works closely with external agencies including the Educational Psychology Service, Literacy and Language Support, Behaviour Support Service, Home School Link Worker and Education Welfare Officer to develop the pupil. Meetings are held to support both parents and the school to make suggestions on how each party can make positive contributions to the pupil's overall academic development and /or well-being

THE ARRANGEMENTS FOR SUPPORTING PUPILS IN MOVING BETWEEN PHASES OF EDUCATION AND PARTICIPATION IN SOCIETY

- We have an Induction programme in place for welcoming all new learners to our school. Parents and children starting in Reception are inducted at a meeting held in the Summer term. This is an opportunity to meet new teachers and other children as well as ask any questions
- Visits are made to playgroups and nurseries to visit children with SEN and meetings are held with parents, new class teachers and SENCo to discuss any concerns about induction
- We have very good relationships with any feeder settings and the settings children move onto; we share information to support pupils' learning and well-being at transition
- Transition within the school itself is well planned with information sharing between the year groups and visits to new classes. We have an annual 'Move Up' day where children meet their new class teacher

Prior to entry

- Our SENCo/Class teacher meets with the feeder schools to discuss children with SEN and collect appropriate information i.e. academic progress, areas of need, strategies being used to support and what provision is already in place – and what can be put into place
- Meetings are held by the SENCo/Class teacher with the parents/feeder setting to address any concerns regarding transition to new setting.

During time at ECS:

- Our PSHCE curriculum has a focus on building the holistic individual as well as citizenship and how they can be fully functioning members of society.
- At the end of the school year, there is a 'handover' meeting and needs of any children with SEN are discussed so that the new class teacher is aware and prepared. Children are placed on the One Page Class Profile where they are identified as needing support in particular areas.
- The school works with the local community e.g. local church, local residential homes for the elderly, feeder schools (Esher High) where pupils are given opportunities to participate in enrichment activities e.g. Science, Drama

Leaving ECS:

- We have strong links with feeder secondary schools. Meetings take place in the summer term to ensure they are well prepared for SEN children.
- The receiving schools SENCo/Inclusion Manager is invited to attend the annual review of Statemented/EHCP pupils.
- Additional Induction visits are arranged, if required, as part of individual or tailored transition plans for our children and parents to experience a smooth transition to Secondary school.
- Some of our pupils take part in a transition programme if they are deemed to require extra support for a smoother transition (Eager for Esher)

THE APPROACH TO TEACHING PUPILS WITH SEN

- We adopt a graduated approach to meeting the needs of children with SEN. Through Quality First teaching, our staff make reasonable adjustments to help include all children not just those with SEN. We have high aspirations and expectations for all our pupils
- If it is identified that a pupil needs additional support through wave 2 and 3 provision, then discussions take place between the class teacher and Key Stage Leader and appropriate support is put in place. The Key Stage Leader/Leadership team and SENCo will monitor the progress of those children
- Wave 1, Wave 2 and Wave 3 provision maps state the ways in which pupils may be supported. If a child is not making expected progress, they are placed onto highly tailored intervention programmes and progress is reviewed after 6 weeks. Parents are kept informed and involved in the education and progress of their child.

HOW ADAPTATIONS ARE MADE TO THE CURRICULUM & THE LEARNING ENVIRONMENTS OF PUPILS WITH SEN

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Staff differentiate approaches and resources to enable all children to have access to the curriculum.
- Differentiation is planned for groups and individuals according to need: for example, if a child has dyslexia, resources and techniques are put into place so that they can access learning e.g. using coloured overlays, enlarging print etc.
- We have an Inclusion policy in place and when feasible, make reasonable adjustments to improve the accessibility of our environment including the curriculum and access to information. Our policy and practice adheres to The Equality Act 2010.
- We make adjustments to our learning and outdoor environment to accommodate pupils who have physical disabilities.
- We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.
- Our Inclusion Manager attends settings before the children come to Esher Church School to pre plan such provision and liaises with the relevant Surrey Services should further support be required.

THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT PUPILS WITH SEN, INCLUDING HOW SPECIALIST EXPERTISE WILL BE SECURED

- We regularly update and improve staff CPD on Wave 1 provision for all students (e.g. dyslexia training) and develop enhanced skills and knowledge to deliver Wave 2 (short term interventions) e.g. Reading Reflex and Wave 3 (individualised interventions) e.g. OT
- At Esher Church School we affirm that every teacher is a teacher of every child or young person including those with SEN (New SEN Code of Practice: for 0-25 (2014))
- Our Inclusion Manager (Matt White) is very experienced and our SENCo (Pam Bal) has completed the SENCo Leadership programme and attends termly Borough Network meetings. She is also a fully qualified and experienced teacher who has received and continues to receive ongoing training in specific areas
- All our teachers hold qualified teacher status and all staff members, including Learning Support Assistants (LSAs) receive regular training to best support our pupils with SEND, for example in autism, hearing impairment, speech and language needs and working memory strategies
- In addition all staff have been trained in Numicon, a maths intervention and using other practical mathematical resources. We request additional training support from our specialist services as required

External Services

- Where it is felt support above and beyond what the school is able to offer is necessary, with parental consent they will offer further assessment and support to children following the ***Surrey graduated support criteria***. As part of this assessment they may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training e.g. Educational Psychologist.

EVALUATING THE EFFECTIVENESS OF THE PROVISION MADE FOR PUPILS WITH SEN

- Budgets are closely monitored and aligned to the school improvement plan of the school
- We review the needs of the pupils within the school and endeavour to put in place provisions in order to be able to cater for these needs. This will vary in approach from whole class differentiated teaching, paired, 1/1 and small group work
- Some of the funding the school receives may go towards funding training of staff so that staff are proficient in delivery interventions. The Inclusion Manager and Senior Leadership Team (SLT) carry out learning walks which include reviewing how provision is delivered and helps maintain standards through rigorous quality assurance
- Our provision management looks at the impact each intervention has had on the progress of each learner
- Decisions are made as to whether specific interventions are proving to be effective both in terms of time spent on them and the finance used in providing the intervention

HOW PUPILS WITH SEN ARE ENABLED TO ENGAGE IN ACTIVITIES AVAILABLE WITH PUPILS IN THE SCHOOL WHO DO NOT HAVE SEN

- Our Equality/Inclusion Policies promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. 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
- Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met when possible through reasonable adjustment and where applicable parents/carers are consulted and involved in planning
- In order for children with SEND to participate in trips, including residential visits, additional staff or parents accompany the children to ensure that their needs are met. A risk assessment is always drawn up and needs of individual children highlighted to ensure safety.

WHAT SUPPORT IS THERE FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT?

- The well-being of all our pupils is a primary concern and we have a zero tolerance approach to bullying and provide a high level of pastoral support. All pupils are supported with their social and emotional development throughout the school day through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHE) forms an important part of our curriculum. Staff, including LSAs have all received high quality training on how to support children both on the playground and in class (Jenny Moseley and Circle Time training)
- Specific staff are trained to support individual medical needs: there is whole school training and refresher training in basic first aid and to support specific medical conditions
- We have a Health and Safety policy in place
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. We liaise closely with the Education Welfare Officer (EWO) and the HSLW
- Safeguarding training and constant updates are provided to all staff.
- Pupils' views are central to our ethos and are sought individually and through school council
- A range of clubs are offered to enhance social skills as well as emotional welfare e.g. Knit & Natter, Games Club, Gardening Club etc.

HOW THE SCHOOL INVOLVES OTHER BODIES IN MEETING PUPIL'S SEN AND SUPPORTING THEIR FAMILIES

This includes health and social care bodies, local authority support services and voluntary sector organisations.

- Esher Church School has access to a multi-professional Team based in Surrey that comprises of the Specialist Teaching and Educational Psychology Service (STEPS), Educational Psychologist, Specialist Behaviour Support Teacher and Specialist Learning and Language Support Teacher. Where it is felt support above and beyond what the school is able to offer is necessary, with parental consent they will offer further assessment and support to children following the ***Surrey graduated support criteria***. As part of this assessment they may visit the school for classroom observations, individual assessment, therapy sessions or offer advice and training
- The school works closely with the Speech and Language service (SALT), implementing individual programmes for pupils as required. Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI), Visually Impaired Service (VI) and Physical Disability Service (PD); Raising Ethnic Minority Achievement (REMA), which includes English as an Additional Language and Traveller Service support; Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic; the Schools' Doctor and the School Nurse are all accessed by the school to support the needs of our children. We also work with Children's Services and the Community Police to support children and their families. We have links with the North Runnymede Confederation of schools and use the North Runnymede Partnership Home/School link workers to support families
- This SEN information report supports Surrey's Local Offer. Details of Surrey's Local offer can be found at ***Surrey Local Offer***

All external partners we work with are vetted in terms of safeguarding

ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEN ABOUT THE PROVISION MADE AT THE SCHOOL

- In the first instance if the parent/carer has a concern they are encouraged to talk to their child's class teacher or Key Stage Leader.
- We also have a very experienced and supportive governor (Philippa Stanfield) who is available to share concerns.
- For pupils with SEND, further information and support can be obtained from the school's Inclusion Manager (Mr Matthew White) or the SENCo (Mrs Pam Bal). senco@esherchurchschool.org.uk

Surrey Parent Partnership provides impartial and independent information, advice and support to parents of children with special education needs.

Surrey (North East) Special Education Needs Management Team manages school placements and provision for children with special education needs.

