



Please find below information about Esher Church School's SEND provision and how you can access support if you have any concerns about your children educational needs and development.

Leader of SEND – Mrs P. Bal – pam.bal@esherchurchschool.org.uk

<p>1. Who do I talk to if I have any concerns or queries about my child's learning</p>	<p>In the first instance, you should approach your child's class teacher. At Esher Church School, every class teacher is responsible for adapting the learning needs of the children in their class, using Quality First Teaching. The class teacher will know your child better than anyone else and will monitor their progress through a range of assessments – ongoing classroom observation, termly assessments, marking, questioning and feedback.</p> <p>If you have any concerns that your child is not progressing in any area of the curriculum then you are invited to make an appointment by emailing the class email address.</p> <p>If you continue to have concerns about your child and feel more support is required, then you should arrange a meeting with the school's SENDCo, Mrs Pam Bal. This meeting can be arranged either through your child's class teacher or through the school office. The SENDCo is responsible for liaising with class teachers and parents to support the needs of children with SEND. The SENDCo is also responsible for liaising and meeting with outside professional agencies for advice and support. This also includes ensuring all staff are up to date with current legislation and are suitably trained to deliver specific interventions and support to meet the needs of individual children.</p> <p>The SENDCo is also responsible for co-ordinating and managing annual reviews and gathering evidence for and submitting requests for statutory assessment.</p> <p>A meeting can be arranged with the Headteacher, Mr Foley, for any further advice or support.</p>
<p>2. How will the school let me know if they have any concerns about my child's learning or any Special Educational Needs?</p>	<p>At Esher Church School, the class teacher is responsible for identifying any needs or difficulties that your child may be experiencing at school. If a teacher has any initial concerns about a child's progress, they will in the first instance speak to the SENDCo and then arrange to meet with parents/carers through an arranged meeting.</p> <p>Concerns may also be discussed at Parents'/ Carers' evenings. However, additional contact meetings can be arranged by the class teacher via the school office or email.</p> <p>A longer appointment time can be scheduled with the SENDCo and class teacher to discuss and agree if your child should be placed on</p>



	<p>the SEND register if there are underlying needs that are being diagnosed.</p>
<p>3. How will the school consider my views and the views of my child with regards to his/her difficulties with learning, Special Education Needs and Disability?</p>	<p>Esher Church School offers an open-door policy and values the contribution parents and carers make to their child's learning, both academic and non-academic. Parents and carers, as active participants, are hugely encouraged to engage in discussions about the progress of their child, as well as any difficulties they may be experiencing. These discussions can take place at formal Parents'/Carers' meetings, but parents can also book an appointment with their child's class teacher via the office if there is a matter that needs urgent attention. Parents and carers are also invited to make an appointment to speak to the SENDCo on how their child can be supported if specific strategies are required.</p> <p>If your child has an Educational and Health Care Plan (EHCP) you are expected to share your views at the Annual Review Meeting.</p> <p>Esher Church School considers the views of pupils with SEND through learning walks, questionnaires and pupil voice.</p> <p>There may be opportunities for you to speak to outside agencies with the SENDCo to share specific concerns and ask for advice.</p>
<p>4. How does Esher Church School ensure that all staff are appropriately trained to support my child's special educational needs or disability?</p>	<p>Esher Church School regularly delivers Continued Professional Development (CPD) to all staff. The learning needs of a child are met through Quality First Teaching, where the class teacher will use a range of strategies and resources to ensure the individual needs of a child are met and every child makes progress.</p> <p>We regularly review the quality of teaching through learning walks and lesson observations. We ensure our staff, including Learning Support Assistants, have regular training so that they have the confidence to support children with Special Educational Needs. This is timetabled into our monitoring and evaluation records.</p> <p>Training is also offered and delivered by Specialist Teachers for Inclusive Practice (STIPs) for children who may have more complex needs and consultations are offered for specialist advice.</p> <p>Esher Church School rigorously reviews its School Development Plan (SDP) and identifies any training and needs of all staff and offers a range of opportunities to increase knowledge and expertise.</p>
<p>5. How will the curriculum and the school environment be matched to meet my child's needs?</p>	<p>At Esher Church School, your child's learning needs will be met through a rich, differentiated curriculum delivered through high quality teaching. Lessons are planned and differentiated to match any child's special educational needs or/and disability.</p> <p>We offer a broad and balanced curriculum that can be found on the website for each year group. In addition, the school offers a wide</p>



	<p>range of co-curricular clubs which allows for pupils with SEND to participate within the wider curriculum.</p> <p>Your child's needs may be adapted through using appropriate resources and setting achievable targets. For pupils with a higher level of need, advice is sought from outside agencies and specific strategies are put into place to support and challenge them. The advice and support is regularly reviewed through close monitoring of progress.</p> <p>The SEND Code of Practice states that:</p> <p><i>All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.</i></p> <p>This is re-enforced in Esher Church School's vision: <i>To be a safe, happy, loving community; where excellent teaching inspires children to learn and explore, care for each other and believe that they can make a difference.</i></p>
<p>6. What types of support will be available for my child?</p>	<p>The support your child receives is largely dependent on their specific needs. As outlined in the SEND Code of Practice, there are four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, emotional and mental health • Sensory and/or physical needs <p>The way each of these areas of need are supported is detailed on our Provision map which can be found on our website.</p> <p>Esher Church School has a graduated approach to supporting a child's learning:</p> <p><u>Universal</u></p> <p>This is the Quality First Teaching your child will receive from her/his class teacher. Minor adaptations will be made to the everyday learning and teaching depending on the lesson and needs of individual children.</p> <p><u>Targeted</u></p>



	<p>Some children may need short term provision and specific interventions to remove or reduce any obstacles to their learning. This takes the form of a graduated four-part approach of Assess, Plan, Do and Review. For some children, it may be appropriate to formalise this intervention in an Individual Support Plan (ISP).</p> <p>Assessing your child's needs and the difficulties they are experiencing in making progress</p> <p>Planning the most effective and appropriate intervention to remove barriers and offer support</p> <p>Providing this intervention which can range from six weeks to two terms, depending on the progress made</p> <p>Reviewing the impact on your child's progress towards individual learning outcomes.</p> <p><u>Specialist</u></p> <p>It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy or specialist support teachers such as Learning and Language or Behaviour Support if your child's needs fall under the broad area of Social, Emotional and Mental Health.</p> <p>Pupils who have an EHC Plan (EHCP) may have access to specific services as it is a statutory document.</p>
<p>7. Which other services provide support for children with Special Educational Needs and Disability at Esher Church School?</p>	<p>Surrey's 'Ordinarily Available' guidance offers a range of advice for schools and families outlining how your child can be supported under the four broad areas of need. See link below.</p> <p>https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision</p> <p>If your child's needs are quite significant, then outside services may be required for assessments and consultation.</p> <p>There are a number of professional agencies and outreach services who provide support to children that have specific needs, whether they are learning or otherwise.</p> <p><u>Specialist support</u></p> <p>The Local Authority cannot allow a professional agency to assess a child unless parental permission has been sought.</p> <p>Educational Psychologist –Surrey EP service offer a 30 minute online consultation between the SENDCo and EP. They do not allow</p>



parents to participate in the consultations, however, the SENDCo is able to feedback any advice given.

Speech and Language Therapist -The Speech and Language Therapist will come into school to support children who have an identified need on their EHCP and set termly or half-termly targets as well as any core pupils identified with a speech and language need. They will meet with the SENDCo, class teachers, parents and children. Their role is to carry out specific individual work with identified pupils as well as support all school staff and deliver training as needed.

Occupational Therapists – An OT will come into school to carry out assessments and give advice for children who have OT as an identified need on their EHCP. Surrey advise schools to use their OT resource pack not just as an assessment tool but to deliver specific interventions. However, where there are significant sensory and physical needs, a referral can be made through Surrey's One Stop online portal or through your own GP or a paediatrician.

Mindworks (formerly Child and Adolescent Mental Health services) -This service is to support and diagnose children with conditions such as ADHD or ASD. Mindworks are often over-stretched and referrals can take some time to assess. The referral can also be made through your GP.

Sensory and Physical Support Service - This service provides support and advice to parents and schools with children who have a visual or hearing impairment.

School nurse – Help and advice to all children with regard to general medical health, diet, vision, etc.

ELSA - At Esher Church School, we are fortunate to be able to offer Emotional Literacy Support from our qualified ELSA specialist, Mrs Valter. Mrs Valter works closely with the class teachers, the SENDCo and parents/carers to support the mental health and well-being of any vulnerable children.

Drawing and Talking therapy – We also offer Drawing and Talking therapy to pupils who have more deep-rooted emotional and mental health needs. This is a 12 week intervention that takes place for 30 mins weekly with Ms Thorhill who is a trained therapist in Drawing and Talking

There are some useful websites below that parents can refer to for advice:

British Dyslexia Association

<https://www.bdadyslexia.org.uk/>

National Autistic Society

<https://www.autism.org.uk/>



	<p><u>Family Voice</u></p> <p>https://www.familyvoicesurrey.org/</p> <p><u>Action for carers</u></p> <p>https://www.actionforcarers.org.uk/</p> <p>123 Magic Parenting course (parenting children that have ADHD)</p> <p>https://clarendonfamilycentre.co.uk/</p>
<p>8. What is an Educational and Health Care Plan and who can request one for my child?</p>	<p>The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person. It is a legal document that becomes statutory in order to secure improved outcomes for the child as he/she gets older and to prepare them for adulthood.</p> <p>An EHC Plan will contain:</p> <ul style="list-style-type: none"> • The views and aspirations of you and your child. • A full description of his/her special educational needs and any health and social care needs. • Clear outcomes for your child's progress. • The specific provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes. • You and/or the school (usually the SENDCo) can request that the Local Authority conduct an assessment of your child's health and educational needs. This may lead to an EHC Plan.
<p>9. How does Esher Church School help me to support my child's learning difficulties?</p>	<p>If your child has a specific need and is experiencing barriers to learning, it is useful to first of all speak to your child's class teacher who may be able to offer you further advice and strategies.</p> <p>If your child has an Individual Support Plan and the 'Assess, Plan, Do and Review' process has been undertaken and the class teacher will look at the actions needed to support your child with their outcomes. Interventions may be put into place and you will be advised of what will be done to meet those targets and outcomes. Class teachers will give advice and support at Parents'/Carers' Evenings. At these meetings we discuss the next steps for your child and strategies to support their learning.</p> <p>Additional contact meetings can be arranged via the school office with the class teacher, parents and carers and the SENDCo on request.</p> <p>At the start of every academic year, every year group holds a Parents'/Carers' Welcome Meeting to provide information about the year ahead and how you can support your child with their learning.</p>



	<p>The class teacher or SENDCo may also support you with strategies, resources and ideas for supporting your child's learning at home. You may also have an opportunity to meet with other professionals involved in supporting your child, depending on the needs of your child.</p>
<p>10. How is support allocated to children with SEND at Esher Church School and how do they move between the different levels of support in school?</p>	<p>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 deciding.</p> <p>Esher Church School fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015).</p> <p>We regularly offer and deliver training so that staff are able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and/or Physical <p>Where needed, we make 'reasonable adjustments' to our practices so as to comply with the Equality Act (2010).</p> <p>If your child has been identified as having an additional need, we provide short term interventions to enable him/her to make expected progress. This may be formalised in an Individual Support Plan, but will depend on the child's range and level of need. Interventions are time-bonded with an entry and exit criteria. If your child has 'closed the gap', they are taken out of the intervention and this is reviewed every half term. Some children may require longer support to help them to catch up.</p> <p>Our Wave 1, Wave 2 and Wave 3 Provision map (on our school website) outlines which resources or strategies can be used to best support your child depending on their level of need.</p>
<p>11. How does the school assess whether the support has made a difference to my child's learning, and how can I be involved in this review process?</p>	<p>The class teacher will regularly review and assess the progress of each child in the class using a range of formal and informal assessments. Where there are ongoing concerns, specific interventions will be shared with parents and advice given.</p> <p>The Senior Leadership Team (Headteacher, Deputy Headteacher, SENDCo and Phase Leaders) review every child's personal and academic progress at termly Pupil Progress meetings. The class teacher is always in attendance so that actions can be discussed and implemented.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and meet regularly with the SENDCo.</p> <p>If your child is not making progress and is falling significantly behind his or her peers, then the SENDCo, class teacher and parents/carers</p>



	<p>may need to consider an EHC Plan. This will be done in consultation with parents/carers and outside agencies will offer advice and feedback. This may result in receiving funding from the Local Authority so that your child's needs can be met.</p> <p>If your child currently has an EHCP, each school year they will receive an annual review, arranged by the SENDCo to which you will be formally invited. Targets and outcomes will be reviewed and new ones set. The EHCP will then be continued, adapted or changed as necessary for the following academic year with the support of the case officer.</p>
<p>12. How does Esher Church School manage Transition?</p>	<p>In the summer term, we have an Induction Open Evening for welcoming parents of children who will be starting in Reception the following September.</p> <ul style="list-style-type: none"> • Before Reception children start school in the autumn term, teachers visit each family in their home for a short visit. This is an opportunity to meet new teachers and discuss any SEND related concerns with the new class teacher. • Visits are made to playgroups and nurseries to meet children with SEND • We liaise with secondary schools where children move onto and share information to ensure their transition is smooth. Where possible, we invite the secondary school SENDCo to the Annual Review for children who have an EHCP. The SENDCo will pass on information/paperwork of children with SEND. Esher High School, our feeder school, offers a Transition programme in the Summer Term for vulnerable children in Year 6 and we are proactive in supporting our children to attend. • The STIPs team offer the Year 6 ASPIRE programme which offers an opportunity for Esher Church school to meet with local secondary mainstream schools to discuss and share the needs of vulnerable/SEND pupils as part of the transition process <p>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 and LSA. At the end of the summer term, each class teacher sends a welcoming letter to all children to introduce themselves. If appropriate, a social story booklet will be created to provide more information for a specific child who struggles with change.</p> <p>A handover meeting is held between new and previous class teachers at the end of the summer term to discuss the needs of children with SEND.</p>
<p>13. Who do I contact if I have a complaint about the SEND provision made for my child?</p>	<p>At Esher Church School, we provide formal opportunities for parents/carers and teachers to meet to identify SEND issues early on and resolve matters or concerns.</p>



	<p>The school encourages initial contact to be made through the class teacher. Complaints or issues can also be raised to the SENDCo, Deputy Headteacher or Headteacher.</p> <p>Under the SEN and Disability Act 2014 parents/carers may seek advice on resolving disagreements with the Local Authority. The school will make further information about this process available on request.</p>
14. If I have any other questions about my child at Esher Church School, who can I ask?	<p>Esher Church School welcomes parents/carers to actively seek advice if ever they are in doubt about anything. First and foremost, it is best to speak to your child's class teacher, then the SENDCo or phase leader and if your question cannot be answered, seek the attention of the Deputy Headteacher or the Headteacher.</p>
15. Where can I find information on where the Local Authorities offer is published?	<p>The Local Authorities offer is published on their website: https://www.surreylocaloffer.org.uk/</p> <p>Parents without internet access should contact the SENDCo (Mrs Pam Bal) who will assist them in gaining the information they require via an appointment through the school office.</p>