

Esher Church School



Special Educational Needs and Disabilities (SEND) Policy

September 2025

Approved by:	Ben Foley	Date: 1 st September 2025
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1. Aims and objectives

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure that pupils with SEND and their families are treated with kindness, respect and inclusion, reflecting our value of **community**.

This policy should be read in conjunction with our Safeguarding, Anti-bullying, Behaviour and Child Protection policies and our SEND report which can all be found on our website. It should also be read in conjunction with Surrey's Local offer: [Surrey Local Offer - Surrey County Council](#)

2. Vision and Values

At our school, our vision is rooted in the words of Jesus:

“Love one another” – John 13:34.

We believe that every child is unique, valued, and capable of growth. Guided by our Christian values of **community, wisdom and courage**, we aspire to grow in kindness, learn with confidence, and make a difference in the world.

Our arrangements for pupils with special educational needs and disabilities (SEND) reflect this vision and are shaped by the following principles:

- **Community:** We foster a nurturing and inclusive environment where every pupil feels a sense of belonging. We work in partnership with families, staff, and external professionals to ensure pupils with SEND are supported holistically and compassionately.
- **Wisdom:** We are committed to thoughtful, evidence-informed practice. We tailor provision to meet the individual needs and abilities of each pupil, ensuring access to a broad and balanced curriculum. We continually reflect and adapt our approaches to help pupils with SEND thrive academically, socially, and emotionally.
- **Courage:** We encourage all pupils, including those with SEND, to be brave learners. We support them to overcome challenges, celebrate their strengths, and pursue their aspirations with confidence.

In practice, this means:

- All pupils, including those with SEND, have access to high-quality teaching and learning experiences.
- We identify and respond to SEND early, using a graduated approach to support.

- We provide targeted interventions and personalised support plans where needed.
- We promote independence, resilience and self-advocacy in pupils with SEND.
- We ensure pupils with SEND are included in all aspects of school life and are supported to engage alongside their peers.
- We work closely with parents and carers, valuing their insights and involving them in decisions about their child's education.
- We celebrate progress in all its forms and help pupils with SEND achieve their best outcomes—academically, socially and personally.

Through our vision and values, we aim to ensure that every pupil with SEND feels safe, respected, and empowered to flourish.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for academy trusts which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and Equal Opportunities

At our school, we are committed to creating an inclusive teaching environment where every pupil—regardless of their needs or abilities—is valued, supported, and given the opportunity to thrive.

Rooted in our Christian vision,

“Love one another” – John 13:34,

and guided by our values of community, wisdom and courage, we believe that inclusion is not just a practice, but a reflection of who we are.

We ensure that all pupils, including those with SEND, have access to a broad, balanced and challenging curriculum that promotes academic achievement, personal growth, and social development.

We will achieve this by:

- Making reasonable adjustments to teaching strategies, curriculum content and the physical environment to meet the diverse needs of our pupils.
- Ensuring that pupils with SEND are included in all aspects of school life, participating alongside their peers in learning, play, enrichment and celebration.
- Promoting a culture of respect, empathy, and understanding, where differences are embraced and every child feels a sense of belonging.
- Supporting pupils with SEND to fulfil their aspirations, build confidence and develop the skills they need to live fulfilling lives.
- Encouraging staff to reflect on their practice and seek out professional development to better meet the needs of all learners.

Through our inclusive approach, we aim to uphold the dignity of every child, foster meaningful relationships and create a school community where everyone can grow, learn and flourish together.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

SENDCo/Inclusion Lead : Mrs Claire Simpson – claire.simpson@esherchurchschool.org.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND

- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is: Anita Kelly

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. This can be viewed on the school website.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents/carers

At Esher Church school we put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

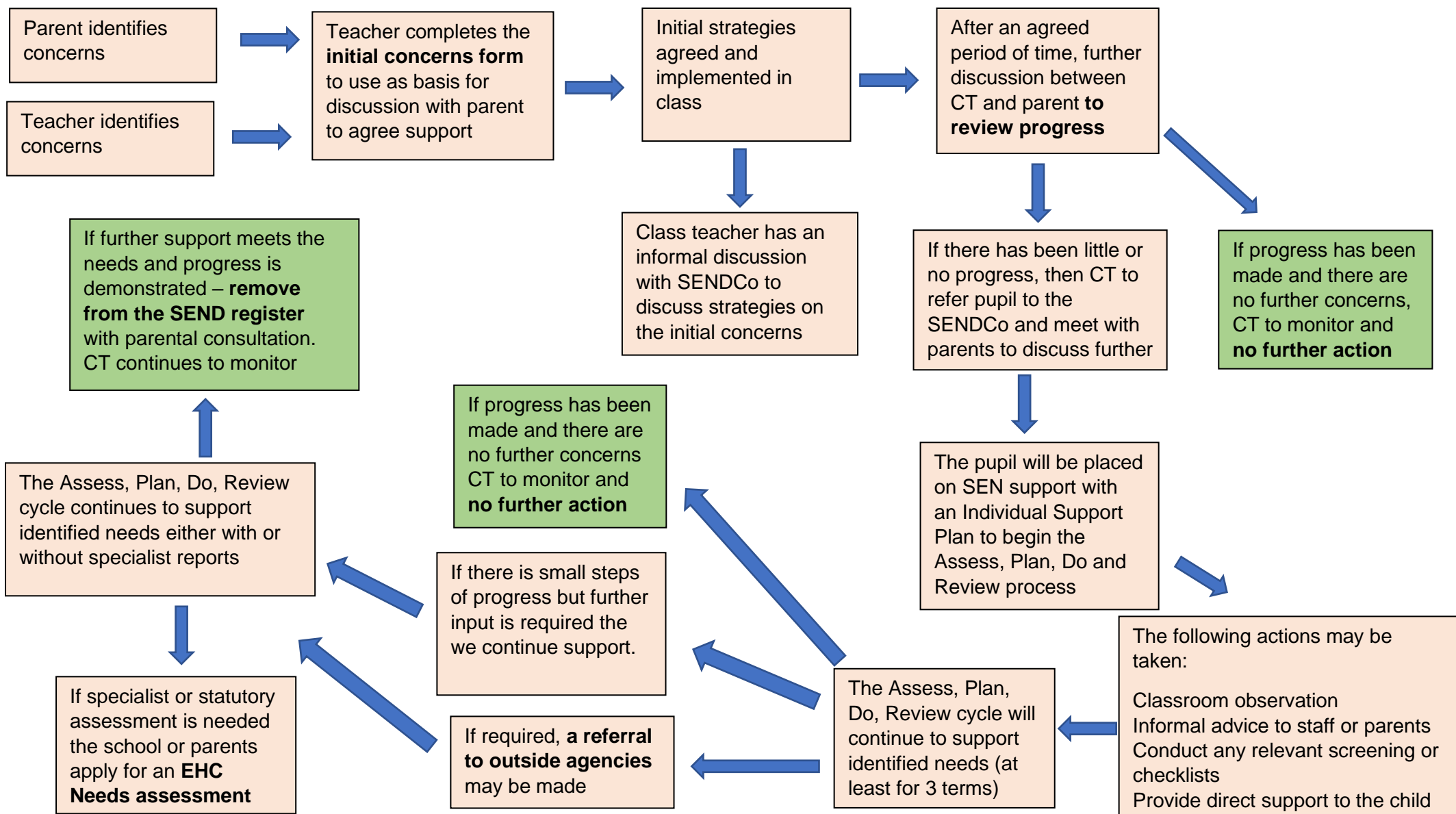
When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. See appendix one SEND referral sheet

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

Please see the diagram on the next page for a visual of the schools SEND processes.



8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system (Provision map) and will be made accessible to staff in an individual support plan.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development and in consultation with the pupil and their parents/carers.

More information on Surrey's OAP and the graduated response can be found here: [Ordinarily available provision schools section A - Surrey County Council](#)

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

At Esher Church School, we are committed to ensuring that every child, regardless of their starting point or individual needs, is given the opportunity to thrive. We hold **high ambitions for all children**, including those with Special Educational Needs (SEN), and we continuously evaluate and refine our provision to ensure it is effective, inclusive, and impactful.

How We Evaluate the Effectiveness of Our SEN Provision

We use a multi-layered approach to assess and improve our support for pupils with SEN:

- **Tracking Progress:** We monitor individual pupil progress rigorously through assessment data, provision maps and personalised learning plans. This helps us identify what is working and where adjustments may be needed.
- **Graduated Approach Reviews:** Each cycle of SEN support includes a structured review stage, ensuring that interventions are evaluated and adapted based on pupil response and progress.
- **Pupil Voice:** We regularly use pupil questionnaires and informal feedback to understand how children feel about their learning and support. Their insights are invaluable in shaping our provision.
- **SENCO Monitoring:** Our experienced SENCO oversees all aspects of SEN provision, including classroom practice, intervention quality and staff training. Regular observations and discussions with staff help maintain high standards.
- **Annual Reviews for EHC Plans:** Pupils with Education, Health and Care (EHC) plans have formal annual reviews involving parents, staff and external professionals. These reviews ensure that long-term goals are being met and that provision remains appropriate.

Equipment and Facilities

We are proud of the inclusive environment at Esher Church School. Our facilities and resources are carefully chosen to support a wide range of needs:

- **Specialist Equipment:** Where needed, we provide tailored resources such as writing aids, sensory tools and assistive technology to help pupils access the curriculum.
- **Adapted Learning Spaces:** Quiet zones, sensory areas and flexible seating arrangements are available to support pupils who benefit from alternative learning environments.

- **Staff Training:** Our staff receive ongoing professional development to ensure they are equipped to use resources effectively and respond to the diverse needs of our learners.

9. Attendance

At Esher Church School, we recognise that many pupils with Special Educational Needs and Disabilities (SEND) may face complex barriers to regular attendance. However, we firmly believe that **every child has an equal right to a high-quality education** and our attendance ambition for pupils with SEND is the same as it is for all pupils.

We are committed to working in partnership with families and professionals to identify and address any challenges that may impact attendance. Pupils with SEND may require **additional support, reasonable adjustments, or personalised strategies** to help them attend school consistently and engage fully in their learning.

Our approach to supporting pupils who are absent from school due to their SEND is outlined in detail in our **Attendance Policy**, which should be read in conjunction with this statement. The policy is available on the school website and sets out how we monitor attendance, intervene early and work collaboratively to ensure every child can access their education.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

At Esher Church School, we believe that **high-quality teaching is the most effective way to support all pupils**, including those with Special Educational Needs and Disabilities (SEND). Our approach to professional development is rooted in a **coaching culture**, where staff are supported to reflect, grow, and continually improve their practice.

We place SEND and inclusive teaching at the heart of our **planned Continuing Professional Development (CPD)** programme. All staff—teaching and support—receive regular, targeted training that builds their confidence and expertise in meeting the diverse needs of our learners.

Our Approach Includes:

- **Coaching and Mentoring**
Staff are supported through coaching conversations, peer observations and reflective practice. This helps embed inclusive strategies and fosters a culture of shared learning.
- **Planned CPD with a Focus on SEND and HQT**
Our CPD programme includes sessions on adaptive teaching, understanding specific needs and using evidence-based interventions. SEND is not treated as a standalone topic but is integrated into all aspects of professional learning.
- **Responsive Training Needs**
The Headteacher and SENCo work closely to monitor staff development needs. Where specific

training is required—whether for a particular pupil's needs or to strengthen whole-school practice—it is incorporated into our CPD planning.

- **Expertise Across the Team**

Our SENCO is a qualified and experienced leader who provides ongoing support and guidance. We also draw on external specialists when needed to enhance staff knowledge and ensure best practice.

We have staff who are trained in strategies that can support children including zones of regulation, ELSA, precision teaching, colourful semantics and SALT. We are constantly investing in expanding this offer and developing staff skills and knowledge.

12. Links with external professional agencies

At Esher Church School we recognise that it will not be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists (SALT)
- Specialist teachers of inclusive practice (STIPS)
- Educational psychologists (EP)
- Occupational therapists (OT)
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Schools Primary Mental health worker (PMHW)
- Education welfare officers
- Social services

We also work closely with private therapists where requested by parents and with charities like Barnardos who can offer training and support for families, children and schools.

13. Admission and accessibility arrangements

13.1 Admission arrangements

Esher Church School is committed to welcoming all children, including those with Special Educational Needs (SEN) or a disability, and ensuring that our admissions process is inclusive, fair and supportive of individual needs.

Admission Arrangements

- Pupils with an Education Health and Care (EHC) Plan that names Esher Church School will be admitted before any other places are allocated, in accordance with statutory requirements. This ensures that the school meets its legal obligation to prioritise these pupils.

- Parents or carers of children with an EHC Plan are encouraged to arrange an initial meeting with the Headteacher to discuss their child's specific needs and how the school can best support them.

Oversubscription Criteria and Fair Access

- In the event that applications exceed the school's published admission number (currently 60), the Governors apply a set of oversubscription criteria. These are reviewed annually in consultation with the Guildford Diocese and the Local Education Authority.
- Among these criteria, priority is given to children with a substantive documented medical or social need that makes it essential for the child to attend Esher Church School. This includes children with SEN or a disability, provided that the application is supported by up-to-date evidence from a relevant specialist (e.g., hospital consultant or support service). A letter from a GP will not suffice.
- This criterion ensures that children whose needs cannot be met as effectively in another setting are not unfairly disadvantaged during the admissions process.
- Governors carefully consider all documentation submitted at the time of application to determine whether priority admission is appropriate. It is noted that all mainstream schools are generally equipped to support common medical conditions such as asthma, nut allergies, and stress-related symptoms.

13.2 Accessibility arrangements

At Esher Church School, we are committed to ensuring that **disabled pupils are not treated less favourably than their peers**. We believe every child should have equal access to high-quality education, and we work proactively to remove barriers and promote inclusion across all aspects of school life.

Preventing Less Favourable Treatment

We take a number of steps to ensure disabled pupils are treated equitably, including:

- Making reasonable adjustments to teaching, routines and environments
- Providing personalised support and auxiliary aids where needed
- Promoting a culture of respect, understanding and high expectations for all

Facilities and Accessibility

Our school environment is designed to be accessible and inclusive. Key features include:

- **A disabled toilet** available for pupils, staff and visitors
- **Accessible entrances and pathways** to support mobility needs
- **Auxiliary aids and services**, such as visual supports, adapted resources, and assistive technology, provided as needed to help pupils access learning

Accessibility Plan

Our **Accessibility Plan**, available on the school website, outlines our ongoing commitment to improving access for disabled pupils. It sets out how we will:

- **Increase participation in the curriculum** through inclusive teaching strategies and tailored support
- **Improve the physical environment** to ensure all pupils can take full advantage of the education, facilities, and services we offer
- **Enhance the availability of accessible information**, including formats and communication methods suited to individual needs

14 Supporting Parents Through the SEND Process

At Esher Church School, we understand that **navigating the SEND process can sometimes feel unclear or overwhelming**. We are committed to working in partnership with families and ensuring that every parent feels informed, supported and listened to throughout their child's educational journey.

We encourage parents to speak first with their **child's class teacher**, who knows their child best and can offer insight into their learning and development. If further support is needed, our **SENDCo** is available to provide guidance, coordinate provision and help families understand the next steps.

We also recognise the value of **independent advice and support** and recommend the following free and impartial services:

- **IPSEA** (Independent Provider of Special Education Advice) – offering legal advice and resources for families navigating SEND processes
- **SEND Advice Surrey** – providing local guidance, support, and advocacy for parents and carers

15. Complaints about SEND provision

At Esher Church School, we are committed to working in partnership with parents and carers to support every child's individual needs. We understand that concerns may arise from time to time and we aim to resolve these quickly, respectfully and constructively.

If a parent or carer has concerns about our SEND provision, we encourage them to **raise these informally in the first instance**. The best starting point is to speak with the **class teacher**, who knows the child best. If further support is needed, the concern can be escalated to the **SENDCo** or **Headteacher**.

We will always try to resolve concerns informally wherever possible. However, if a parent or carer feels their concern has not been addressed, they are welcome to submit a **formal complaint**. Formal complaints about SEND provision should be directed to the **Headteacher** in the first instance and will be handled in line with our school's **Complaints Policy**, which is available on the **school website**.

In some cases, if the parent or carer is not satisfied with the school's response, they may escalate the complaint further. In certain circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

16. Monitoring and evaluation arrangements

16.1 Evaluating the effectiveness of the policy

At Esher Church School, we are committed to **continual improvement** in our provision for pupils with Special Educational Needs and Disabilities (SEND). We recognise that meeting the needs of every child requires ongoing reflection, collaboration, and a willingness to adapt.

We regularly evaluate our SEND policy and practice to ensure we are meeting the **objectives set out in Section 1** of our SEND Information Report. This evaluation is part of our wider commitment to inclusive education and high aspirations for all pupils.

Our Evaluation Approach Includes:

- **Staff Awareness**
We assess how well all staff understand the needs of pupils with SEND, particularly at the start of the autumn term, ensuring that key information is shared and acted upon.
- **Early Identification**
We monitor how quickly and accurately pupils are identified as having SEND and how effectively we respond with appropriate support and interventions.
- **Progress and Attainment**
We track the academic and personal development of pupils with SEND to ensure they are making meaningful progress and achieving their potential.
- **Pupil Experience**
We seek to understand whether pupils with SEND feel **safe, valued and included** in the life of the school. Their sense of belonging is central to our inclusive ethos.
- **Feedback from Families**
We actively gather and reflect on feedback from pupils and their parents/carers. Their insights help us shape our provision and identify areas for improvement.

16.2 Monitoring the policy

This policy will be reviewed by the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Full Governing Board.

17. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

Appendix 1

SEND Initial concern form

Childs name:	Class and year:	DOB:
Date of referral:	EAL: Yes/no	
Current attainment:		
Reading	Writing	Maths
Pen portrait of the child: Include strengths/likes and dislikes/relevant home information/ any other relevant history.		
Professionals involved:		
STIPS	EP	SALT
health	Social care	CAMHS
Concerns: please highlight and annotate:		
Communication and interaction <ul style="list-style-type: none">• Echolalia – repetition of words spoken by other people (echoing or parroting others).• Repetitive talking about their own narrow topics of interest.• Difficulty or differences in response to and use of facial expressions.• Difficulty using language to initiate interactions with others. <p>Difficulty understanding social rules. They might often want other peers to play their game and get cross when others don't want to play it exactly the way they think it should be played.</p> <ul style="list-style-type: none">• Absent or delayed response to name being called, despite normal hearing.• Difficulty paying attention.• Turn-taking skills are challenging.	Cognition and learning Attitude to learning <ul style="list-style-type: none">• Struggles to retain new information or concepts• Requires frequent repetition and overlearning• Has difficulty following instructions or multi-step tasks• Takes longer than peers to complete tasks• Shows signs of low confidence or frustration with learning Literacy Difficulties <ul style="list-style-type: none">• Difficulty with reading fluency, decoding, or comprehension• Struggles with spelling common or phonetically regular words• Avoids reading or writing tasks• Poor handwriting or difficulty organising written work Numeracy Difficulties	

<ul style="list-style-type: none"> • Difficulty with pretend play and imaginative games <p>They find it difficult to tell people what they need, and how they feel.</p> <ul style="list-style-type: none"> • They find it difficult to meet other people and to make new friends. • They find it difficult to understand what other people think, and how they feel. 	<ul style="list-style-type: none"> • Difficulty understanding number concepts (e.g. place value, time, money) • Struggles with basic calculations or number facts • Confusion with mathematical symbols and operations • Difficulty applying maths to real-life situations <p>Memory and Processing</p> <ul style="list-style-type: none"> • Poor short-term or working memory (e.g. forgetting instructions quickly) • Difficulty processing information at the same speed as peers • Needs visual or practical support to aid understanding • Struggles to generalise learning across subjects or contexts <p>Language and Communication</p> <ul style="list-style-type: none"> • Limited vocabulary or difficulty expressing ideas clearly • Difficulty understanding abstract language or complex sentences • May appear to not listen or respond appropriately in conversations <p>Behaviour and Emotional Indicators</p> <ul style="list-style-type: none"> • Avoidance of tasks that are cognitively demanding • Low self-esteem or anxiety related to schoolwork • Easily distracted or disengaged during lessons • May show signs of frustration, withdrawal, or disruptive behaviour
<p>SEMH</p> <p>Emotional Regulation</p> <ul style="list-style-type: none"> • Frequent mood swings or emotional outbursts • Difficulty managing anger, frustration, or anxiety • Appears withdrawn, tearful, or overly sensitive 	<p>Physical and Sensory</p> <p>Sensory Needs (e.g. sensory processing difficulties, sensory sensitivities)</p> <ul style="list-style-type: none"> • Overreacts to certain sounds, lights, textures, smells, or tastes (e.g. covering ears, avoiding certain fabrics or foods)

<ul style="list-style-type: none"> • Low self-esteem or negative self-talk (e.g. "I can't do anything right") <p>Social Interaction</p> <ul style="list-style-type: none"> • Difficulty making or maintaining friendships • Struggles to interpret social cues or body language • Avoids group activities or isolates themselves • May be overly dependent on adults or reluctant to separate from caregivers <p>Behavioural Indicators</p> <ul style="list-style-type: none"> • Disruptive or oppositional behaviour in class • Refusal to follow instructions or engage in learning • Risk-taking behaviours or impulsivity • Frequent absences or reluctance to attend school <p>Mental Health Concerns</p> <ul style="list-style-type: none"> • Signs of anxiety (e.g. nail biting, stomach aches, avoidance) • Expressions of sadness, hopelessness, or worry • Difficulty sleeping or appearing tired and disengaged • Talking about self-harm or expressing distress (requires immediate attention) <p>Learning and Engagement</p> <ul style="list-style-type: none"> • Lack of motivation or interest in schoolwork • Difficulty concentrating or staying on task • Frequent requests to leave the classroom or visit the medical room • Underachievement despite apparent ability 	<ul style="list-style-type: none"> • Appears under-sensitive to sensory input (e.g. seeks out movement, touches everything, unaware of noise or pain) • Difficulty concentrating in busy or noisy environments • Becomes overwhelmed or distressed in crowded or stimulating settings • Shows repetitive behaviours (e.g. rocking, spinning, hand-flapping) to self-regulate • Avoids certain activities (e.g. messy play, PE) due to sensory discomfort • Appears tired or anxious after sensory-rich experiences <p>Physical Needs (e.g. mobility, fine/gross motor difficulties, medical conditions)</p> <ul style="list-style-type: none"> • Difficulty with fine motor tasks (e.g. handwriting, using scissors, fastening buttons) • Struggles with gross motor skills (e.g. balance, coordination, running, climbing stairs) • Uses mobility aids or requires physical support to move around school • Fatigues easily during physical activity or throughout the school day • Needs adapted equipment or furniture (e.g. sloped writing boards, supportive seating) • May have a medical condition that affects stamina, movement, or access to learning • Requires support with personal care or physical routines
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Physical Signs <ul style="list-style-type: none"> • Unexplained physical complaints (e.g. headaches, stomach aches) • Changes in appetite or eating habits • Poor personal hygiene or appearance 	
Setting concerns :	Rag rated strategies that have been tried for the at least 6 weeks.
Home concerns:	Anything that helps or supports there:
<p>Date of conversation:</p>	

Pupil Voice:

What does the child like/dislike. What do they find helpful to support them. What strengths do they have?

Date of conversation:

Date of informal conversation with SENDco.

Review in 6 weeks with parents and next steps (new strategies or referral to SENDco.)

If referred to SENDco an observation and formal consult will take place with staff, child and parents