

# Esher Church School



## SEND report

**September 2025**

<b>Approved by:</b>	Ben Foley	<b>Date:</b> 1 <sup>st</sup> September 2025
<b>Last reviewed on:</b>	1 <sup>st</sup> September 2025	
<b>Next review due by:</b>	1 <sup>st</sup> September 2026	

## **Contents**

What types of SEN does my school provide for?	Page 3
Which staff will support my child and what training have they had?	Page 4
What should I do if I think my child has SEN?	Page 6
How will the school know if my child has SEN?	Page 7
How will the school measure my child's progress?	Page 8
How will I be involved in decisions made about their education?	Page 9
How will my child be involved in decisions made about their education?	Page 10
How will the school adapt its teaching for my child?	Page 10
How will the school evaluate if the support in place is helping my child?	Page 13
How will the school resources be secured for my child?	Page 13
How will the school ensure that my child is included in activities alongside pupils who don't have SEND?	Page 14
How does the school make sure the admissions process is fair for pupils with SEN or a disability?	Page 15
How does the school support pupils with disabilities?	Page 16
How does the school support my child's mental health and emotional development?	Page 16
What support will be available for transitions?	Page 17
What support is in place for looked after children (LAC) or previously looked after children?	Page 18
What should I do if I have a complaint about my child's SEN support?	Page 19
What support is available to me and my family?	Page 20
Glossary	Page 21

At Esher Church School, we believe every child is wonderfully made and deserves to thrive. Guided by our core values of **community**, **wisdom** and **courage** and inspired by Jesus' teaching in John 13:34 to "*love one another*", we are committed to nurturing an inclusive environment where all pupils feel valued, supported, and empowered.

This SEND Information Report sets out how we implement our Special Educational Needs and Disabilities (SEND) Policy in practice. It explains the support available for pupils with SEND and how we work in partnership with families to meet individual needs.

We review this report annually to ensure it reflects current practice and remains aligned with any changes to policy or procedures that may arise during the academic year.

If you would like to understand more about our SEND arrangements, please refer to our SEND Policy.

- You can find it on our website [here](#).

If you come across any unfamiliar terms in this report, please refer to the Glossary at the end for clarification.

## 1. What types of SEN does the school provide for?

Explain the types of needs your school can meet here. Please note, the below are suggestions only.

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments

	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child and what training have they had?

### Our special educational needs co-ordinator, or SENCO

My name is Claire Simpson, and I lead SEND provision at Esher Church School. With over 27 years of teaching experience, I've spent the latter part of my career dedicated to supporting children with Special Educational Needs and Disabilities. I'm also a parent to a young autistic adult, which gives me a deeply personal understanding of the journey many families are on.

I am currently completing the final module of the National Award in Special Educational Needs Co-ordination, and I work full time at Esher Church School. My passion lies in helping every child succeed—not just academically, but in becoming their best and most authentic selves. I want our school to be a place where staff are excited about inclusion and where every child is supported to thrive.

### Class/subject teachers

At Esher Church School, we are deeply committed to equipping all staff with the knowledge and skills needed to support pupils with Special Educational Needs and Disabilities (SEND). Every teacher receives in-house SEND training and is actively supported by the SENCo to meet the diverse needs of pupils across the school.

In addition to our internal training programme, we have members of staff who have completed specialist external training in areas including:

- Autism spectrum conditions
- Attention Deficit Hyperactivity Disorder (ADHD)
- Cognition and learning strategies that help children overcome barriers to learning
- Colour Semantics, a visual language approach that supports communication and understanding

We believe that professional development is a continuous journey. That's why we offer ongoing SEND-focused CPD (Continuing Professional Development) for all adults working in our school, including Learning Support Assistants, lunchtime supervisors and pastoral staff. This ensures that our whole school community is confident, informed and enthusiastic about supporting every child to achieve their best.

## **Learning Support Assistants (LSAs)**

At Esher Church School, we are proud to have a dedicated team of approximately 15 Learning Support Assistants (LSAs), including a Higher-Level Teaching Assistant (HLTA) who are trained to deliver targeted SEN provision across the school.

Among our team, two LSAs have received specialist training to deliver a range of evidence-based interventions, including:

- ELSA (Emotional Literacy Support Assistant)
- Drawing and Talking Therapy

Others have been trained in:

- Touch Typing programmes to support fine motor skills and literacy development
- Literacy and numeracy support

In the last academic year, our LSAs have also undertaken training in:

- Colour Semantics, a visual language strategy that supports communication and sentence structure
- Movement-based regulation techniques to help children manage sensory and emotional needs
- Strategies to support organisation and memory, particularly for pupils with cognition and learning needs

We are committed to continuous professional development for all staff. Our TAs regularly engage in SEND-focused CPD to ensure they are confident, informed and equipped to help every child overcome barriers to learning and achieve their full potential.

## **External agencies and experts**

At Esher Church School, we recognise that sometimes we need additional expertise to ensure our pupils with Special Educational Needs and Disabilities (SEND) receive the best possible support. Whenever necessary, we work in close partnership with a range of external professionals and organisations to meet the needs of our pupils and to support their families.

These include:

- STIPS (Specialist Teachers for Inclusive Practice) – providing targeted advice and strategies to support inclusive teaching
- Speech and Language Therapists – supporting pupils with communication and language development
- Educational Psychologists – offering assessments and guidance to help us understand and meet pupils' learning needs
- Occupational Therapists – assisting with sensory integration, motor skills, and physical access to learning
- GPs and Paediatricians – contributing medical insight to inform educational planning
- School Nurses – supporting health and wellbeing in the school setting

- Child and Adolescent Mental Health Services (CAMHS) – providing mental health support for pupils and families
- Social Services and other Local Authority (LA) support teams – working with families to ensure safeguarding and holistic care
- Barnardo’s – offering family support and therapeutic services
- Eikon – delivering mental health and wellbeing programmes for children and young people

These partnerships are an essential part of our inclusive approach, helping us to live out our values of wisdom, courage, and community, and to ensure every child is supported to flourish

### 3. What should I do if I think my child has SEN?

At Esher Church School, we believe in working together—with families, children, and staff—to ensure every child receives the support they need to thrive. If you think your child may have Special Educational Needs (SEN), the **first person to speak to is your child’s class teacher**.

You can get in touch with your child’s teacher by:

- Speaking to them at drop-off or pick-up
- Sending a message via the school office
- Requesting a meeting through email or phone

Once you’ve raised your concern, the teacher will complete a **detailed Initial Concerns Form** and have an **informal conversation with our SENCO, Claire Simpson**, to explore possible next steps.

We will then put in place **targeted support strategies** to help address any barriers to learning. These will be monitored and evaluated over the course of a term. During this time, we may ask for your support at home to reinforce these strategies.

- If the support proves effective, no further action may be needed.
- If concerns remain, the SENCO will carry out an **observation** and hold a **collaborative meeting** with you and relevant staff to discuss the next steps.

If it is agreed that your child would benefit from formal SEN support, we will:

- Discuss adding your child to the school’s **SEND register**
- Provide written confirmation of this decision
- Create an **Individual Support Plan (ISP)** with clear **targets and strategies** tailored to your child’s needs

This is a **flexible register**, meaning children may move on or off it depending on their progress and needs. ISPs are **reviewed termly** with both parents/carers and the child, ensuring their voice is heard and their strengths are celebrated.

Where appropriate, and only with your **informed consent**, we may also consult with **external agencies** to gain further insight or support. These may include speech and language therapists, educational psychologists, or other professionals.

#### 4. How will the school know if my child needs SEN support?

At Esher Church School, all our class teachers are trained to be vigilant and responsive to the needs of every child. They are continually observing pupils' progress—both academically and socially—and are alert to signs that a child may not be making expected progress in areas such as **reading, writing, number work, communication or peer relationships**. To help us monitor pupil progress and identify emerging needs, we use **NFER assessments** and **Insight tracking** across the school. Each term, our **Senior Leadership Team (SLT)** meets with year group staff to review outcomes, discuss individual pupils, and agree on strategies to strengthen support and improve learning for all.

If a teacher notices that a pupil is falling behind, they will first explore whether there are any **gaps in learning**. Where appropriate, they will provide **targeted support or tuition** to help close these gaps. In many cases, pupils without SEN respond well to this intervention and begin to make progress.

However, if a pupil continues to struggle despite this support, the teacher will raise their concerns with the **SENCO** and contact you to discuss the possibility that your child may have SEN.

The SENCO will then begin a **holistic review**, which includes:

- **Observing your child** in the classroom and playground to understand their strengths and challenges
- **Speaking with teachers** to gather insights into progress, attainment, and behaviour
- **Comparing your child's development** with peers and national benchmarks
- **Consulting with you**, as parents/carers, to hear your perspective and experiences
- **Speaking with your child**, where appropriate, to understand their views and feelings

If needed, and only with your **informed consent**, the SENCO may also seek input from **external professionals** such as speech and language therapists, educational psychologists, or paediatricians.

Based on this comprehensive understanding, the SENCO will decide whether your child would benefit from **SEN support**. You will receive this decision **in writing**, and if support is agreed, your child's name will be added to the school's **SEND register**.

Children on the SEND register receive an **Individual Support Plan (ISP)**, which outlines specific **targets and strategies** tailored to their needs. These plans are reviewed **termly** in collaboration with you and your child, ensuring that support remains relevant and effective

#### 5. How will the school measure my child's progress?

At Esher Church School, we use the **graduated approach** to support pupils with Special Educational Needs (SEN). This is a continuous cycle of **Assess → Plan → Do → Review**, designed to ensure that every child receives the right support at the right time.

1. **Assess** – We begin by gathering a full picture of your child’s strengths and areas of need. This includes teacher observations, assessment data (such as **NFER assessments**), and input from you and your child.
2. **Plan** – Based on this assessment, we agree on specific outcomes and strategies. These are recorded in an **Individual Support Plan (ISP)**, which outlines clear targets and the support your child will receive.

As part of the planning stage, we work with you and your child to set clear outcomes—specific goals we want your child to achieve. Before any intervention begins, we carry out a baseline assessment to understand your child’s starting point. This helps us measure the impact of the intervention and track progress over time.

3. **Do** – The agreed support is put into action. This may include in-class strategies, targeted interventions, or additional adult support.
4. **Review** – At the end of each term, we evaluate your child’s progress against their ISP targets. You and your child are invited to be part of this review, and we use the findings to inform next steps.

To help us track and manage this process effectively, we use **TES Provision Map**, a secure digital platform that allows us to:

- Record and monitor interventions
- Track progress over time
- Share and review ISPs with parents and staff
- Ensure consistency and accountability across the school

This structured approach helps us ensure that every child receives the right support at the right time, and that their progress is celebrated and built upon.

This process is **ongoing and responsive**.

- If the review shows that your child has made strong progress, they may no longer require additional SEN support.
- If further support is needed, the cycle continues, and we revisit and adjust the **targets, strategies, and provisions** to ensure they remain effective.





## 6. How will I be involved in decisions made about my child's education?

We know that **you are the expert** when it comes to your child's needs, strengths and aspirations. That's why we're committed to ensuring you have a **clear understanding** of how we're supporting your child in school—so you can offer valuable insight into what you believe will work best. We want to hear from you **as often as possible**, because your perspective helps us build a fuller picture of how our SEN support is impacting your child **beyond the classroom**.

Your child's class teacher will meet with you **at least three times a year** to set meaningful outcomes, review progress, and agree on strategies that involve school, home, and your child. Our SENCO may also attend these meetings to offer additional support. If your child's needs or aspirations change at any point, please let us know straight away so we can keep our provision **as relevant and responsive as possible**.

After each discussion, we'll record the agreed outcomes, actions, and support, and share this with you and all relevant staff—ensuring everyone is working in partnership to help your child thrive. If you have concerns between meetings,

we operate an **open-door policy**: you're welcome to speak with us at the end of the school day, or you can **email the school office to arrange a meeting** at a convenient time.

## 7. How will my child be involved in decisions made about their education?

At Esher Church School, we believe that every child should have a voice in their education. The **level of involvement** will depend on your child's **age, confidence and individual needs**, and we will always make decisions **on a case-by-case basis**, with your input as parents or carers.

We seek to involve pupils in meaningful ways by offering different options for sharing their views. This may include:

- **Attending meetings** to discuss their progress and outcomes
- **Preparing a presentation, written statement, drawing or video** to express how they feel
- **Talking with a trusted member of staff** who can represent their views during meetings
- **Completing a pupil survey** to help us understand their experience and preferences

By listening to your child's voice, we can better tailor our support and ensure they feel **valued, understood and empowered**—in line with our school values of **wisdom, courage, and community**.

## 8. How will the school adapt its teaching for my child?

At Esher Church School, we are committed to ensuring that every child has access to a **broad and balanced curriculum** and a learning environment that supports their individual needs. We believe that **high-quality teaching** is the first and most important step in responding to pupils with Special Educational Needs and Disabilities (SEND).

Every class teacher is **responsible and accountable** for the progress and development of all pupils in their class, including those with SEND. We do not believe in a 'one size fits all' approach. Instead, we adapt teaching and learning on a **case-by-case basis**, ensuring that the strategies we use are **meaningful and effective** for each child.

Our adaptations may include:

- **Differentiating the curriculum** through flexible grouping, personalised content and targeted 1-to-1 or small group support
- **Differentiating teaching methods**, such as allowing longer processing times, pre-teaching key vocabulary, using visual aids and reading instructions aloud
- **Adapting resources and staffing**, including the use of laptops, coloured overlays, visual timetables, larger print materials and other recommended aids
- **Scaffolding learning** across all subjects to help pupils access high-level content and achieve ambitious outcomes

We know from evidence that **1-to-1 support from a Learning Support Assistant (LSA)** is not always the most effective method of improving outcomes. Therefore, we only offer this level of support when it is required for **safety reasons** or when specified in a child's **Education, Health and Care Plan (EHCP)**. Our aim is to ensure that the **class teacher**

**remains the central figure** in every child's learning journey, as they are best placed to deliver high-impact teaching and build strong relationships with pupils.

Our **Learning Support Assistants** support pupils in small groups when:

- A targeted intervention is needed to address a specific learning barrier
- Pupils benefit from peer interaction and collaborative learning
- The support complements classroom teaching and promotes independence

We offer a range of **evidence-based interventions**, including:

- **Colour Semantics** to support sentence structure and writing
- **Precision Teaching** to build fluency in reading and spelling
- **Touch Typing** to support fine motor skills and access to written work
- **Drawing and Talking Therapy** to support emotional wellbeing
- **ELSA (Emotional Literacy Support Assistant)** sessions
- **Movement-based regulation strategies** to support sensory and emotional needs
- **Memory and organisation strategies** to help pupils manage their learning more effectively

Our **Accessibility Plan** outlines how we are increasing the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school, and enhance access to information. This plan is reviewed regularly and is available on our website – click [here](#)

Area of need	Condition	How we support these pupils
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Sunshine club at lunchtime
	Speech and language difficulties	Speech and language therapy Visuals to support communication (widgets)
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Technology Concrete manipulatives Colourful semantics Pre and post teaching

	Moderate learning difficulties	Precision teaching
	Severe learning difficulties	Precision teaching Additional 1:1 work on specific skills and areas highlighted.
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation  Class room environments adapted to lower cognitive load and sensory needs
	Adverse childhood experiences and/or mental health issues	Nurture groups  Oatie therapy dog  ELSA  Drawing and talking
<b>Sensory and/or physical</b>	Hearing impairment	Visuals
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Classroom environments designed to lower sensory needs.
	Physical impairment	Seating arrangements as needed.  OT activities as needed

These interventions are part of our contribution to Surrey's local offer. [Surrey Local Offer - Surrey County Council](#)

## 9. How will the school evaluate whether the support in place is helping my child?

At Esher Church School, we are committed to ensuring that the support we provide for pupils with Special Educational Needs (SEN) is both purposeful and impactful. We use a range of strategies to evaluate the effectiveness of our provision and to make sure every child is progressing towards their individual goals.

We evaluate provision by:

- **Reviewing progress towards ISP targets each term**, in collaboration with parents and pupils
- **Assessing the impact of interventions**, typically after a cycle of **6–10 weeks**, using baseline and exit data

- **Using pupil voice tools**, such as questionnaires and informal discussions, to understand how pupils feel about their support
- **Monitoring by the SENCO**, through classroom observations, staff feedback, and progress tracking
- **Using TES Provision Map** to record interventions, track outcomes, and measure progress over time
- **Holding annual reviews** for pupils with an **Education, Health and Care Plan (EHCP)**, involving parents, staff, and external professionals where appropriate

This ongoing evaluation process helps us refine our approach, celebrate progress, and ensure that every child receives the support they need to thrive—academically, socially and emotionally.

## 10. How will the school resources be secured for my child?

At Esher Church School, we are committed to ensuring that every child with Special Educational Needs (SEN) receives the support they need to access learning and thrive. We allocate resources thoughtfully and flexibly, based on individual needs and in line with our school's values of community, wisdom and courage.

We use funding provided through the school's delegated SEN budget to support pupils with SEN. This funding helps us secure:

- Additional equipment or facilities, such as sensory tools, assistive technology, or adapted furniture
- Increased Teaching Assistant hours, where needed to deliver targeted interventions or provide specific support
- Further training for staff, ensuring our team is confident and skilled in meeting a wide range of needs
- External specialist expertise, such as speech and language therapists, educational psychologists, or occupational therapists

Where a child's needs go beyond what can be provided through the school's delegated budget, we may apply for top-up funding from the Local Authority. This is often linked to a child's Education, Health and Care Plan (EHCP), and is used to secure more intensive or specialist support.

In all cases, we work closely with external agencies to seek recommendations and ensure that any provision we put in place is evidence-based and tailored to your child's needs. We also consult with you throughout the process, so that you are informed and involved in decisions about your child's support.

Our Accessibility Plan outlines how we are improving access to the curriculum, the physical environment, and information for pupils with disabilities. This plan is reviewed regularly and is available on our school website – click [here](#).

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Esher Church School, we believe that **every child should have the opportunity to enjoy and participate fully** in all aspects of school life, regardless of their Special Educational Needs or Disabilities (SEND). We are committed to removing barriers and making **reasonable adjustments** so that all pupils can access the same enriching experiences as their peers.

All of our **extra-curricular activities**, including **before and after-school clubs**, are open to all pupils. We actively encourage participation and work closely with families to ensure that any necessary support is in place.

Our pupils with SEND are invited and supported to take part in:

- **School trips**, including residential visits.
- **Sports Day**, where we celebrate effort, teamwork and achievement
- **School plays, workshops, and themed days**, which foster creativity and confidence
- **External and internal clubs.**

No pupil is ever excluded from these activities because of their SEND or disability. We will always make **reasonable adjustments**—whether that's providing additional adult support, adapting transport arrangements, or modifying activities—to ensure that every child feels safe, included, and able to participate.

This inclusive approach is embedded in our school culture and reflected in our **Accessibility Plan**, which outlines how we are increasing access to the curriculum, improving the physical environment, and ensuring that information is available to all. You can view our Accessibility Plan on the school website – click [here](#).

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

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. How does the school support pupils with disabilities?

At Esher Church School, we are committed to ensuring that **pupils with disabilities are fully included** in every aspect of school life. We actively work to remove barriers and prevent any pupil from being treated **less favourably** because of their disability.

We take the following steps to support pupils with disabilities:

- **Staff training** to raise awareness and promote inclusive practice across the school
- **Individual risk assessments and planning** to ensure safe and meaningful participation in all activities
- **Close collaboration with families and external professionals** to tailor support and provision
- **Monitoring by the SENCO and leadership team** to ensure equity and access for all pupils

To help disabled pupils access our school and curriculum, we provide a range of **facilities and auxiliary aids**, including:

- **Accessible toilets and ramps** for physical access
- **Visual timetables, coloured overlays, and assistive technology** to support learning
- **Modified resources and differentiated teaching strategies** to meet individual needs
- **Quiet spaces and sensory tools** to support emotional regulation and wellbeing

Our **Accessibility Plan** outlines how we are working to:

- **Increase participation** in the curriculum for disabled pupils through adapted teaching and personalised support
- **Improve the physical environment**, including signage, layout, and access routes
- **Enhance the availability of accessible information**, such as large print materials, simplified language, and digital formats

We believe that inclusion is not just a policy—it's a reflection of our values: community, **wisdom** and **courage**. Every child deserves to feel safe, valued, and empowered to succeed.

## 14. How will the school support my child's mental health, and emotional and social development?

At Esher Church School, we are committed to supporting the emotional and social development of all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe every child deserves to feel safe, heard, and valued within our school community.

We provide support in the following ways:

- Pupils with SEND are actively encouraged to take part in the School Parliament, where they can share their views and help shape school life
- We offer a nurturing space at lunchtime called the Sunshine Club, where pupils can relax, connect with others, and receive gentle emotional support in a calm environment
- Our therapy dog, Oatie, visits regularly to provide comfort and companionship, helping pupils regulate emotions and build confidence
- We run targeted interventions including ELSA (Emotional Literacy Support Assistant) sessions and Drawing and Talking Therapy, which support pupils in expressing feelings, processing experiences, and building resilience
- We regularly use pupil voice tools, such as surveys, drawings, and one-to-one conversations, to ensure pupils with SEND can share their views in ways that suit them

We have a zero tolerance approach to bullying. Our anti-bullying measures include:

- A clear and consistently applied Behaviour and Relationships Policy
- Staff training on recognising and responding to bullying, including SEND-related bullying
- Assemblies and PSHE lessons that promote empathy, respect, and inclusion
- Immediate intervention and restorative approaches when incidents occur

We work closely with families to ensure that any concerns are addressed swiftly and sensitively. Our goal is to create a school environment where every child feels safe, respected, and empowered to be their best self.

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Esher Church School, we understand that transitions—whether between year groups, schools or phases—can be challenging for pupils with Special Educational Needs and Disabilities (SEND). We take proactive steps to ensure these transitions are **smooth, supportive and tailored** to each child's needs.

### EYFS and Reception Transition

For children joining our Reception class, we:

- Conduct home visits to build relationships and gather important information from families
- Run parent information meetings to explain routines, expectations, and support available



- Provide settling-in sessions and phased starts to help children adjust gradually and positively

### Between Year Groups

To help pupils with SEND prepare for a new school year, we:

- Hold **transition meetings** in the summer term, attended by both the current and next year's teacher, to share key information and review the pupil's SEN support
- Schedule **familiarisation sessions** with the incoming teacher, allowing pupils to build relationships and confidence ahead of September
- Provide **transition booklets** or visual timetables where needed to help pupils understand changes in routine or environment
- Offer **additional visits** or virtual tours where appropriate to help the child feel confident about their next steps

### Between Phases (Primary to Secondary)

We prepare pupils for the move to secondary school by:

- Hosting a **transition meeting** between our SENCO and the SENCO of the receiving secondary school to discuss each pupil's needs
- Supporting pupils with activities such as **practising a secondary timetable, developing independent organisation skills**, and **plugging gaps in learning**
- Working with **local charities and Surrey transition services** to provide enhanced support for vulnerable pupils
- Offering **additional visits** to the secondary school and opportunities to meet key staff

### Welcoming New Pupils

When pupils join us mid-year or from another setting, we:

- Arrange **meetings with parents/carers** to understand the child's needs and plan a personalised transition
- Assign a **buddy from the year group** to help the child settle socially and emotionally
- Offer a short settling period before the child starts full time to aid them settling.

Our goal is to make every transition a **positive experience**, helping pupils feel safe, confident, and ready to succeed in their next stage of learning.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

At Esher Church School, **Mrs Claire Simpson**, our **SENCO and designated teacher for looked-after and previously looked-after children**, leads this provision. She ensures that all staff understand how a child's care experience and any Special Educational Needs (SEN) may interact, and what the implications are for teaching, learning and wellbeing.

Children who are looked-after or previously looked-after are supported in much the same way as any other pupil with SEN. In addition, looked-after pupils will have a **Personal Education Plan (PEP)**. We make sure that the PEP and any

**SEN Support Plans or Education, Health and Care Plans (EHCPs)** are aligned and complement one another, so that support is coherent and effective.

Mrs Simpson works closely with families, carers, and external agencies to ensure that every child receives the **individualised care, attention and advocacy** they need to thrive.

## **17. What should I do if I have a complaint about my child's SEN support?**

At Esher Church School, we are committed to working in partnership with families to support every child's needs. However, if you have concerns about the Special Educational Needs (SEN) provision for your child, we encourage you to raise them as early as possible so we can work together to resolve them.

In the first instance, please speak to your child's **class teacher**, following this please contact Mrs **Claire Simpson (SENCO)**, or the **Headteacher**. We operate an open-door policy and welcome conversations at the end of the school day or by appointment via email or the school office.

All complaints will be handled in line with our [school's complaints policy](#), which ensures a fair and transparent process. If you are not satisfied with the outcome, you may escalate the complaint to the **Governing Body** or the **Local Authority**, depending on the nature of the concern. In some cases, pupils themselves may also have the right to escalate a complaint.

For a full explanation of suitable avenues for complaint, please refer to **pages 246 and 247 of the SEND Code of Practice**.

If you believe your child has been **discriminated against because of their SEN or disability**, you have the right to make a claim to the **First-tier SEND Tribunal**. This may relate to:

- Admission
- Exclusion
- Provision of education and associated services
- Reasonable adjustments, including the provision of auxiliary aids and services

You can find more information about making a discrimination claim here: [Complain about a school: Disability discrimination - GOV.UK](#)

Before making a formal claim, you may wish to explore **disagreement resolution** or **mediation**, which are voluntary processes designed to help resolve concerns collaboratively and constructively.

We are here to listen, support, and work with you to ensure your child receives the best possible education and care.

[Information, advice and resources | SEND Advice Surrey](#)

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's [insert the name or names of local authorities in your catchment area local offer. Surrey publishes information about the local offer on their website:

[Surrey Local Offer - Surrey County Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Information, advice and resources | SEND Advice Surrey](#)

Local charities that offer information and support to families of children with SEN are: [SEND Advice Surrey](#)

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

## 19. Glossary

**Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

**EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

**First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision that meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages