

Additional Needs and Disability (AND) Special educational needs and disabilities (SEND) policy

Esher Church School



Approved by:	Ollie May	Date:	September 2026
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1. Aims and objectives

Every child is known. Every child belongs. Every child is taught. Every child succeeds.

Our special educational needs and disabilities (SEND) policy aims to:

Esher Church School values every child and is committed to an ambitious, accessible education in which pupils are known, belong, participate actively, learn well and grow in independence. Inclusion is embedded across teaching, relationships, behaviour, attendance, curriculum, environment, leadership and the organisation of support.

This SEND/AND policy sets out how the school fulfils its statutory duties for pupils with special educational needs and disabilities, while recognising Surrey's wider terminology of Additional Needs and Disabilities (AND). The statutory terms SEN and SEND are used where required by legislation and the SEND Code of Practice.

Our aims are to:

- Ensure full implementation of national legislation and guidance relating to pupils with SEND
- Describe how the school supports and makes provision for pupils with SEND/AND
- Ensure pupils with SEND have access to all aspects of school life and can participate alongside their peers
- Support pupils with SEND to achieve their aspirations, reach their best outcomes and develop as confident, independent individuals
- Communicate effectively with pupils with SEND and their parents/carers, involving them in decisions about support and provision
- Set out clear roles and responsibilities for all staff involved in SEND/AND provision
- Ensure the SEND policy is understood and implemented consistently across the school

2. Vision and values

Esher Church School values every child and is committed to an ambitious, accessible education in which pupils are known, belong, participate actively, learn well and grow in independence. Inclusion is embedded across teaching, relationships, behaviour, attendance, curriculum, environment, leadership and the organisation of support.

Our arrangements for pupils with SEND/AND are guided by the following principles:

- **Belonging comes first.** Pupils learn best when they experience secure relationships, dignity and genuine membership of their class and school community.
- **Every child is known and noticed.** Staff pay close attention to strengths, progress, communication, participation, attendance, regulation, independence and changes in presentation.
- **High-quality teaching is the foundation of SEND provision.** Class teachers remain responsible for every pupil, including those receiving SEN Support or with an EHCP.
- **We remove barriers rather than automatically reduce expectations. Adaptation should preserve curricular ambition wherever possible.**
- **Support does not wait for diagnosis.** When an educational barrier is evident, reasonable school-based support begins while assessment or external advice is sought.
- **Support builds independence.** Adults provide the level of help a child needs while deliberately developing agency and avoiding unnecessary dependence.

- **Participation matters more than presence.** Inclusion means access to learning, relationships, enrichment, play and the wider life of the school.
- **Families and pupils contribute essential knowledge.** Their perspectives inform assessment, planning and review.
- **SEND is everyone's responsibility.** Specialist leadership supports staff, but provision is not owned solely by the SENDCo.

To achieve the best outcomes for pupils with SEND/AND, Esher Church school will:

- Provide all pupils with access to a broad and balanced curriculum
- Ensure pupils with SEND/AND can engage in all aspects of school life alongside their peers
- Support pupils to fulfil their aspirations, achieve their best outcomes and develop as confident, independent individuals
- Communicate effectively with pupils and their parents/carers, involving them in decisions about support and provision
- Ensure roles and responsibilities for SEND/AND are clearly understood across the school
- Implement national legislation and guidance consistently and rigorously
- Make sure this policy is understood and enacted by all staff

Esher Church School Inclusion structure

Belonging → Participation → Learning → Achievement → Flourishing

Universal → Targeted → Specialist

Assess → Plan → Do → Review, expressed accessibly as Notice → Understand → Respond → Learn.

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 trustees 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



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At our school, rooted in Christian values of dignity, compassion and community, we strive to create an inclusive teaching environment where every pupil is known, valued and supported to flourish. We are committed to offering all pupils—whatever their needs and abilities—a broad, balanced and challenging curriculum that enables them to thrive and fulfil their God-given potential.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment so that pupils with SEND are fully included in all aspects of school life. Our approach reflects our belief that every child is created uniquely and deserves the opportunity to participate, grow in confidence and experience belonging within our school community.

5. Definitions

5.1 Special Educational Needs (SEN)

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

A pupil has a learning difficulty or disability if they:

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

Special educational provision refers to educational or training provision that is additional to, or different from, that made generally for pupils of the same age in mainstream schools.

5.2 Disability (Equality Act 2010)

A pupil is 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 carry out normal day-to-day activities.

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

A pupil may be disabled without having SEN, and may have SEN without being disabled. Where a disabled pupil requires special educational provision, they also meet the definition of SEN. A pupil may be disabled without having SEN, and may have SEN without being disabled. Where a disabled pupil requires special educational provision, they will also meet the definition of SEN.

Difficulty arising solely because English is an additional language is not SEN. Low attainment, slow progress, attendance difficulty, disadvantage, care experience or behaviour do not by themselves establish SEN. They may, however, coexist with SEN and are considered when understanding the whole child.

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	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. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Claire Simpson

They will:



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- 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 board of trustees

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 Ollie Jaegemann Chaire@esherchurchschool.org.uk

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 adapted 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 two parents evenings and 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.

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

Early identification is essential. It enables timely support, prevents needs from escalating and ensures pupils experience success, belonging and access to the full curriculum. Identification begins with **high-quality teaching**, careful observation and a holistic understanding of each child. The purpose is to understand **what action the school needs to take**, not to secure a label.

What We Consider When Identifying SEN

Teachers and leaders consider the child's strengths and needs across:

- learning and academic progress
- communication and interaction
- social development, participation and relationships
- attendance, behaviour and regulation
- **emotional wellbeing and mental health**
- independence and access to the curriculum
- physical or sensory needs

Evidence may include:

- teacher assessment and classroom observation
- progress from starting points and response to teaching
- standardised, diagnostic or curriculum assessments where appropriate
- discussion with the pupil and family
- attendance, behaviour, wellbeing and participation information
- developmental and transition information
- advice from external professionals, including mental health or medical specialists

Assessing Pupils on Entry

When pupils join the school, we assess their current skills and attainment, building on information from previous settings and Key Stages. We also consider any evidence of disability or mental health needs and identify reasonable adjustments required to ensure full access to school life.

Where a pupil is already known to have SEN, is known to external agencies, or has an EHCP, we work in a **multi-agency way** to gather relevant information before they start, so support is in place as early as possible.

Ongoing Monitoring and Classroom Identification

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

- is significantly slower than that of peers from similar starting points
- fails to match or better their previous rate of progress
- fails to close the attainment gap
- widens the attainment gap

This includes progress in areas beyond attainment, such as communication, regulation, **emotional wellbeing**, social development or participation.

When teachers identify an area of slow progress or emerging concern, they strengthen or adapt teaching through **differentiated, high-quality provision**. If progress does not improve, the teacher discusses concerns with the Inclusion Lead/SENDCo and with parents/carers to explore whether the barrier may indicate a special educational need. External specialist advice—including mental health professionals—may be sought where appropriate.

What Is Not SEN

Slow progress or low attainment **does not automatically mean** a pupil has SEN. We consider potential short-term factors such as bullying, bereavement, attendance difficulties, disadvantage, care experience or emerging mental health concerns. Staff take particular care when assessing pupils whose first language is not English; difficulties arising solely from EAL are **not** SEN.

Deciding Whether SEN Provision Is Needed

When deciding whether a pupil requires **special educational provision**, we begin with:

- the desired outcomes
- expected progress and attainment
- the views and wishes of the pupil and their parents/carers
- any relevant mental health or wellbeing information

We use this to determine the support needed and whether it can be provided through adaptations to our core offer, or whether something **additional or different** is required.

The Esher Church School Inclusive Classroom and Universal Offer

High-quality, inclusive teaching is the first response to emerging need and remains essential at every stage of SEND/AND provision. Our **Universal Offer** is available to all pupils according to need and does not require placement on the SEN Register. It reflects our commitment to removing barriers, preserving ambition and enabling every child to participate fully in school life.

Universal provision may include:

- **Explicit instruction, modelling and guided practice**, with frequent checking for understanding
- **Purposeful scaffolding**, including manipulatives, visuals, worked examples and structured supports
- **Careful management of cognitive load**, breaking learning into manageable steps
- **Explicit vocabulary and oracy teaching**, alongside communication-supportive classroom practice
- **Flexible grouping and responsive teaching** informed by ongoing assessment
- **Predictable routines and accessible environments**, including reasonable adjustments
- **Support for executive functioning**, such as organisation, working memory, task initiation and self-monitoring
- **Regulation, movement or sensory support** where this improves access to learning and wellbeing
- **Technology or alternative methods of recording** where appropriate

Universal support is provided as part of high-quality teaching. Where barriers persist despite appropriately adapted provision, the **graduated response** is used to determine whether targeted or specialist support is required.

8.2 Consulting and involving pupils and parents/carers

Esher Church School places pupils and their parents/carers at the heart of all decisions about special educational provision. We recognise that families and pupils contribute essential knowledge, and their perspectives shape assessment, planning and review.

Early Conversations and Shared Understanding

When we are exploring whether a pupil may require special educational provision, we begin with an early discussion involving the pupil (where appropriate) and their parents/carers. These conversations ensure that:

- everyone develops a clear understanding of the pupil's strengths, difficulties and emerging needs
- parental/carers concerns are listened to and taken seriously
- the desired outcomes for the pupil are agreed



- everyone is clear about next steps and how progress will be monitored

Notes from these discussions are added to the pupil's record and shared with parents/carers.

Decision-Making and Notification

If it is decided that a pupil requires **special educational provision**, we formally notify parents/carers. A pupil will normally be recorded as receiving **SEN Support** when evidence shows they require provision that is **additional to, or different from**, that made generally for pupils of the same age.

Decisions are based on **assessed need and provision**, not diagnosis alone. The SEN Register is a **working record**, not an identity or permanent status. Pupils may be removed from the Register when evidence shows they no longer require special educational provision; this decision is discussed with the pupil and family, and progress continues to be monitored through ordinary school systems.

Ongoing Collaboration

Throughout the graduated response, we work collaboratively with pupils and parents/carers. This includes:

- regular discussions about progress, barriers and successes
- shared decision-making about adaptations, interventions and support
- clear communication about expected outcomes and how they will be reviewed

Where appropriate, provision and outcomes are recorded through an **Individual Support Plan** or equivalent child-centred planning document. These are reviewed **at least termly**, or more frequently where need requires.

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, TES Provision Mapper and will be made accessible to staff and parents in a Individual Support Plan -ISP

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

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.

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

evaluates the effectiveness of provision for pupils with SEND through a rigorous, ongoing cycle of monitoring, review and collaboration. Our aim is to ensure that support removes barriers, improves access and leads to strong progress over time.

We evaluate provision by:

- **Tracking pupils' progress**, including through provision maps and assessment information
- **Reviewing provision termly** as part of every cycle of the graduated approach (Assess–Plan–Do–Review)
- **Meeting termly with parents/carers and pupils** to discuss targets, progress, wellbeing and next steps
- **Gathering feedback** from pupils and parents/carers to understand lived experience and impact
- **Monitoring by the Inclusion Lead/SENDCo**, including classroom visits, work scrutiny and review of plans
- **Termly meetings between the SENDCo and all intervention leads** to assess progress, evaluate impact and set new targets



- **Termly Pupil Progress meetings with SLT including SENDCo and class teachers**
- **Using pupil questionnaires** to capture pupil voice and evaluate how well provision supports participation, regulation and learning
- **Holding annual reviews** for pupils with Education, Health and Care Plans (EHCPs), ensuring multi-agency involvement and clear evaluation of outcomes

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

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

Training on SEND/AND, inclusion, mental health and safeguarding is provided regularly for all teaching and support staff. The headteacher and Inclusion Lead/SENDCo continuously monitor staff practice to identify specific training needs and incorporate these into the school's wider professional development plan.

Staff development may include training in:

- autism, ADHD and neurodiversity
- speech, language and communication needs
- dyslexia, literacy and working memory
- Down syndrome
- sensory and physical needs
- medical needs
- SEMH (social, emotional and mental health)
- attendance vulnerability
- de-escalation and regulation
- adaptive teaching and cognitive load
- explicit instruction and scaffolding
- executive functioning
- intervention delivery

9.2 Specialist Expertise and External Partnerships

We work closely with external partners to ensure staff have access to high-quality learning and specialist guidance. This includes collaboration with:

- **STIPS (Specialist Teachers for Inclusive Practice)**



- **Woodlands School**
- **Surrey specialist teams and services**

These partnerships strengthen staff expertise and ensure our provision reflects current evidence and best practice.

9.3 Coaching, Modelling and Professional Dialogue

Professional learning is supported through:

- modelling of inclusive practice – including HQT and adaptive learning
- coaching and mentoring
- team-teaching
- professional dialogue and reflective practice
- input from external specialists

New staff receive induction to Esher Church Schools inclusion structure, SEND systems and relevant pupil needs, ensuring consistency from the outset.

9.4 Targeted Training for Intervention Leads

Staff delivering interventions receive targeted training relevant to the programmes they lead. The SENDCo meets **termly with all intervention leads** to:

- review pupil progress
- evaluate the impact of interventions
- identify further training needs
- set new targets for the next cycle

This ensures interventions remain evidence-based, consistent and responsive to pupil need.

9.5 Judging Success

Success is judged by **changed practice and improved pupil experience**, not simply attendance at training. We evaluate whether professional learning leads to:

- stronger classroom practice
- improved access to learning
- better regulation, participation and wellbeing
- sustained progress over time

12. Links with external professional agencies

The school recognises that it won't 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
 - Specialist teachers or support services
 - Educational psychologists
 - Occupational therapists, speech and language therapists or physiotherapists
 - General practitioners or paediatricians
 - School nurses
 - Child and adolescent mental health services (CAMHS)
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- Education welfare officers
- Social services

13. Admission and accessibility arrangements

Warren Mead is an inclusive school. We welcome pupils with special educational needs and disabilities (SEND/AND) and ensure that our admission arrangements do not discriminate against or disadvantage any child.

Admissions for Pupils with SEND or a Disability

Our admissions process follows the Surrey County Council admissions policy and complies fully with the Equality Act 2010 and the SEND Code of Practice.

- Pupils with SEND or a disability are admitted on the same basis as all other pupils.
- We do not refuse admission on the grounds of SEND or disability.
- Where a pupil has an Education, Health and Care Plan (EHCP), Surrey County Council consults with the school as part of the statutory process. We work collaboratively to ensure that the school can meet the pupil's needs.
- For pupils known to external agencies or previous settings, we gather information prior to admission to ensure that reasonable adjustments and appropriate support are in place from the start.

Our aim is to ensure a smooth, well-planned transition so that every child feels known, welcomed and able to participate fully in school life.

Commitment to Ongoing Improvement

Accessibility is not a one-off action but a continuous process. We monitor the effectiveness of adjustments, gather feedback from pupils and families, and update our Accessibility Plan to reflect emerging needs and best practice

13.2 Accessibility arrangements

Esher Church School is committed to ensuring that pupils with disabilities are able to access all aspects of school life. We actively plan for inclusion and take steps to prevent disabled pupils from being treated less favourably than their peers.

Preventing Less Favourable Treatment

We take a proactive approach to ensuring disabled pupils are not disadvantaged. This includes:

- making reasonable adjustments to teaching, routines and the physical environment
- adapting policies and practices where necessary
- ensuring disabled pupils can participate in trips, clubs, enrichment and wider school life
- anticipating needs wherever possible, rather than waiting for barriers to arise
- working closely with families and external professionals to understand individual needs

Facilities, Aids and Services to Support Access

We provide a range of facilities, auxiliary aids and services to help disabled pupils access the school. These may include:

- accessible routes, ramps, handrails and adapted toilets
- quiet spaces or sensory-friendly areas
- specialist seating, writing aids or adapted equipment
- technology to support communication, recording or access to learning
- visual supports, Widgit symbols and communication-supportive environments
- personalised adjustments to classroom layout or organisation
- support for medical needs, including care plans and safe storage of medication

We work with Surrey specialist teams, STIPS, Woodlands School and other external professionals to ensure our environment and provision remain responsive to need.

Accessibility Plan

Our Accessibility Plan sets out how we will continue to improve access for pupils with disabilities. It covers three key areas:

1. Increasing participation in the curriculum
 - adapting teaching and resources
 - ensuring curriculum materials are accessible



- providing appropriate aids, technology and support
- training staff to meet a wide range of needs
- 2. Improving the physical environment
 - enhancing accessibility of classrooms, corridors and outdoor areas
 - ensuring safe, accessible routes around the school
 - planning improvements that support mobility, sensory needs and medical requirements
- 3. Improving the availability of accessible information
 - providing information in alternative formats when required
 - using visual supports and communication-friendly approaches
 - ensuring parents/carers can request information in formats that meet their needs

The Accessibility Plan is available on the school website or from the school office on request. It is reviewed regularly to ensure ongoing improvement and compliance with the Equality Act 2010

14. Complaints about SEND provision

Warren Mead aims to approach concerns openly, constructively and with a commitment to strengthening support. We recognise that families and pupils contribute essential knowledge, and concerns are treated as opportunities to review evidence and improve provision.

Raising Concerns Informally

Concerns about SEND provision should normally be raised first with the **class teacher**. Where further discussion is needed, families may request involvement from the **Inclusion Lead/SENDCo** or a **senior leader**. We will always try to resolve concerns informally in the first instance by:

- listening carefully to the pupil and their parents/carers
- clarifying the nature of the concern
- reviewing relevant evidence
- agreeing next steps and timescales

Formal Complaints

If informal resolution is not successful, parents/carers are welcome to submit a **formal complaint**. Formal complaints about SEND provision should be made to the **headteacher** in the first instance. All formal complaints are handled in line with the **Schools Complaints Procedure (found on school website)**.

If the parent or carer is not satisfied with the school's response, they may escalate the complaint in accordance with the school's complaints policy. In some circumstances, this right also applies to the pupil themselves.

External Guidance and Mediation

Families may seek independent information and advice through:

- **Surrey's SEND/AND Information, Advice and Support Service (SENDIASS)**
- the **Surrey Local Offer**
- independent organisations such as **IPSEA**

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

Information about **disagreement resolution and mediation services** in Surrey is available via the Surrey Local Offer. Parents/carers can request mediation directly through the local authority's mediation service (contact details inserted in final policy).



Our Commitment

We are committed to:

- responding promptly and respectfully
- working collaboratively with families
- reviewing evidence and provision carefully
- ensuring concerns lead to improved understanding and strengthened support

Our aim is always to resolve concerns in partnership, ensuring that pupils' needs remain central to every decision.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by Claire Simpson – Inclusion Lead **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 body

16. Links with other policies and documents

This policy links to the following documents

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

