

Carrington School

SEN Information Evening

Working together for your children's success

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Aims of the evening

Share **current context and challenges** around SEND nationally and locally

Explain how **school and parents can collaborate** effectively

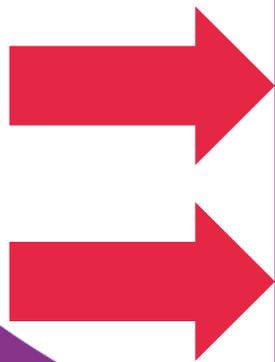
Introduce **Carrington's Specialist Resource Provision (SRP)** initiative as part of our inclusive response

National SEND Context

Nearly 1.7 million students in England have SEND – about 18.4%-20% of all students. This represents a continuing increase over recent years.

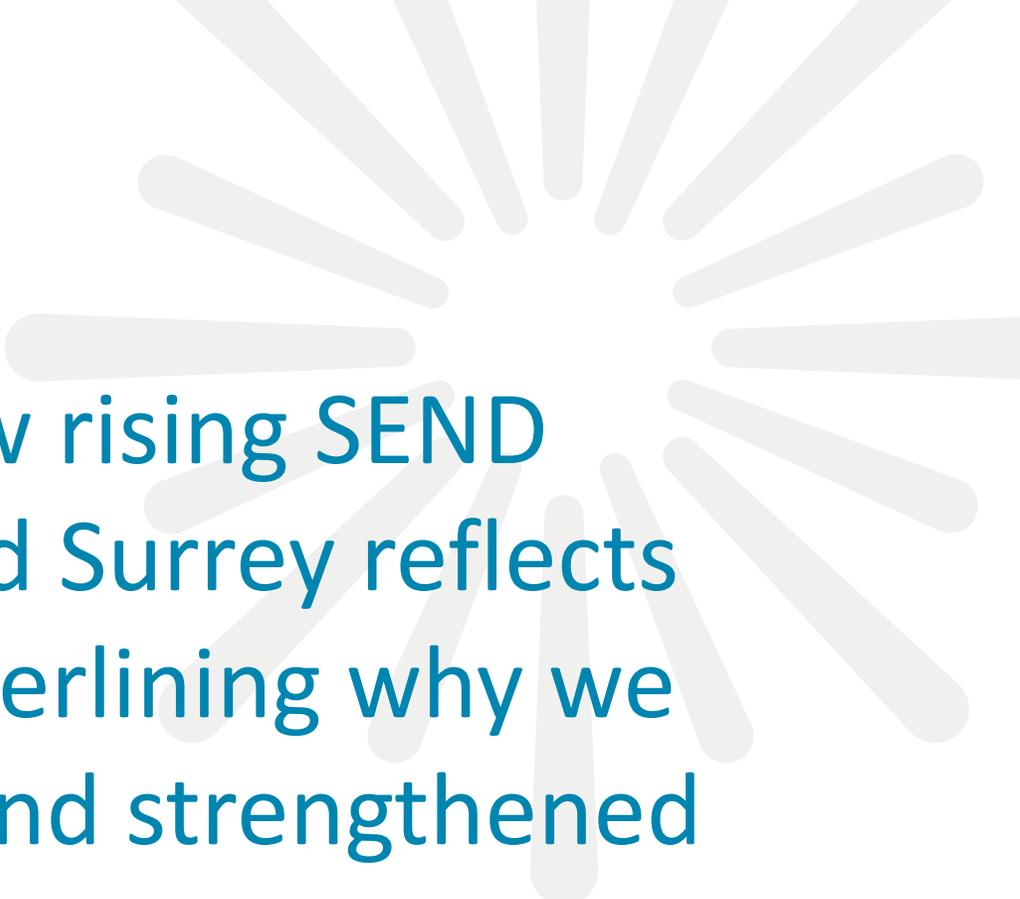
Of these, around 5.3% have Education, Health and Care Plans (EHCP) and about 14% have SEN Support only.

In secondary schools specifically, around 16.5% of pupils have an EHCP or SEN support – this is an increase from 15% in 2024-25, showing the trend of rising needs.



A significant proportion of students require additional help alongside mainstream teaching.
Trends are rising, expectations for schools to meet diverse needs are increasing.





The national trends show rising SEND identification and plans, and Surrey reflects these pressures locally, underlining why we focus on inclusive practice and strengthened support



Surrey Specific Context

- Higher needs and trends locally:
- Surrey has many pupils with SEND, including approximately 16,870 children and young people with a statutory EHCP, more than double the number in 2018 and among the higher rates nationally.
- Needs in Surrey reflect diverse and complex profiles.
- Surrey total student population is large (over 200,000) with SEND making up a meaningful proportion.
- Schools are seeing increasing numbers of pupils requiring tailored support, stretching existing capacity.
- Challenges with appropriate placements and students out of school for extended periods due to a mismatch of needs and provision.
- The national trends show rising SEND identification and plans, and Surrey reflects these pressures locally, underlining why we focus on inclusive practice and strengthened support.





Surrey

- Schools are seeing increasing numbers of pupils requiring tailored support, stretching existing capacity.
- Challenges with appropriate placements and students out of school for extended periods due to a mismatch of needs and provision.
- At the start of September there were 154 year 7 students unplaced due to a lack of specialist provision
- The longer-term aim is for mainstream schools to have higher numbers of students with EHCPs and / or to provide Specialist Resource Provision to support

Our Context

On roll	1039
EHCPs	4.1% - Higher than average for mainstream secondary schools (3.1%)
SEN Support	25.7% - significantly above national mainstream average (13.4%)



Our Context

We have a higher proportion of pupils needing SEN Support than the typical mainstream school, nationally & in the local area, reflecting a greater level of identified needs locally. This is important context for understanding the pressures on staff and resources.

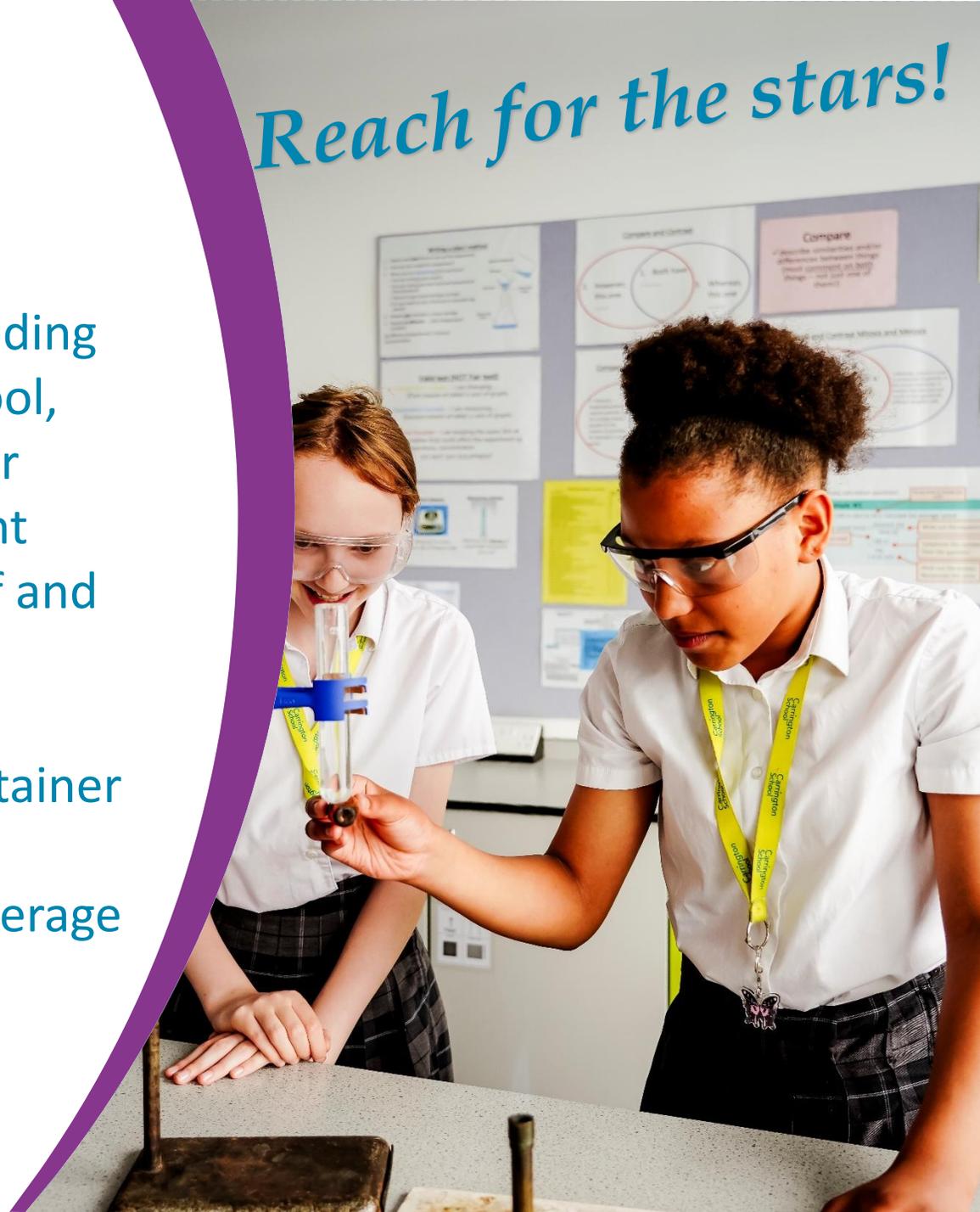
We are proud to be supporting a higher-than-average SEND population, but is also why realistic expectations around resources, planning and collaboration are vital.



Our Context

- Carrington is an inclusive school, but we have a higher proportion of pupils, with EHCPs and needing SEND support, than the typical mainstream school, nationally & in the local area, reflecting a greater level of identified needs locally. This is important context for understanding the pressures on staff and resources.
- We do also have a strong cohort of high prior attainer
- We are proud to be supporting a higher-than-average SEND population, but is also why realistic expectations around resources, planning and collaboration are vital.

Reach for the stars!



Ordinarily Available Provision

Ordinarily Available Provision is the **everyday support and resources** that mainstream schools in Surrey are expected to provide to all pupils, including those with additional needs or disabilities, without requiring an Education, Health and Care Plan (EHCP). It covers what schools can do **within their normal staffing, funding and resources** to help children access the curriculum and be included in school life.

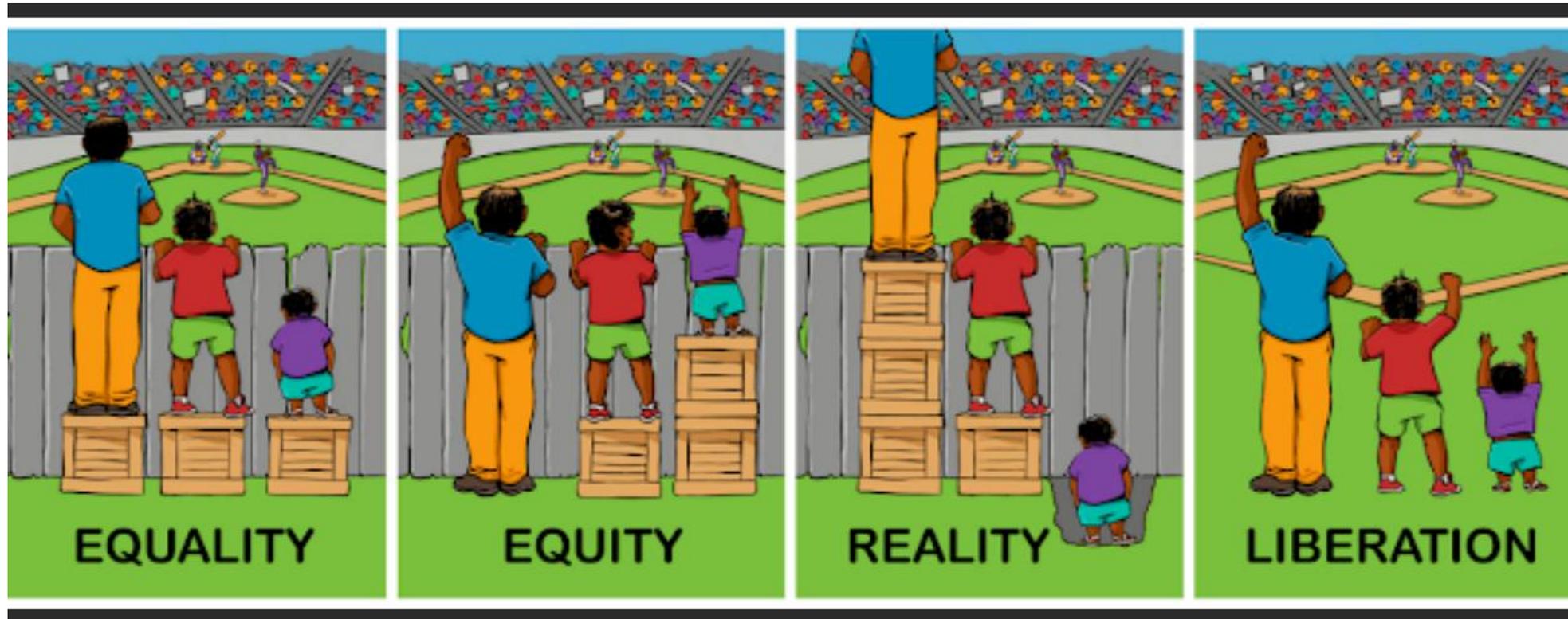


Ordinarily Available Provision

OAP includes **high-quality teaching** and a range of strategies that mainstream teachers and staff use routinely to support learning and participation.

It does **not require extra funding from Surrey County Council** — it comes from the school's everyday budget and staffing.





Remove barriers to learning so pupils can make expected progress. Support participation in the **full school curriculum and environment**. Ensure adjustments are made so children with **additional needs can access learning** in ways that work best for them.



What OAP typically includes:

OAP is broad and flexible — it can involve adjustments, strategies and reasonable changes based on the needs of the child. Examples commonly expected across Surrey schools include:

- ✓ **High-quality teaching tailored to individual needs** (often referred to as quality first teaching).
- ✓ **Small group or 1:1 classroom support** where needed.
- ✓ **Use of specialist tools or equipment** (e.g. ICT aids, sensory aids).
- ✓ **Inclusive lesson planning and curriculum access** (differentiated instruction and materials).
- ✓ **Adaptations to the environment** (light, seating, routines) and **reasonable adjustments** under the Equality Act.
 - ✓ **Strategies from the Surrey OAP guide** such as visual supports, structured tasks, communication cues and sensory breaks tailored to individual needs.

Note: This is **not an exhaustive list**





What This Means for Parents in Surrey

Every child in a state-funded mainstream school has access to OAP.

- ◆ A **formal diagnosis is not required** for OAP — schools must support needs based on evidence of barriers to learning.
- ◆ If OAP and SEN Support aren't enabling progress, schools and families can discuss **next steps**, such as requesting an **EHC needs assessment**.
- ◆ Surrey has co-produced **parent/carer guides** to help families understand OAP and how to talk with schools about the support





What This Means in Mainstream

What a Diagnosis Does & Doesn't Guarantee

- A diagnosis identifies a need, but **it doesn't automatically mean a child will get every support requested.**
- What matters is the **plan and provision mapped to the need** – this is shaped by the SEND Code of Practice and **available resources within the school**
- For example – a young person may need ELSA sessions. We have 14 available sessions a week, and potentially more via group support.

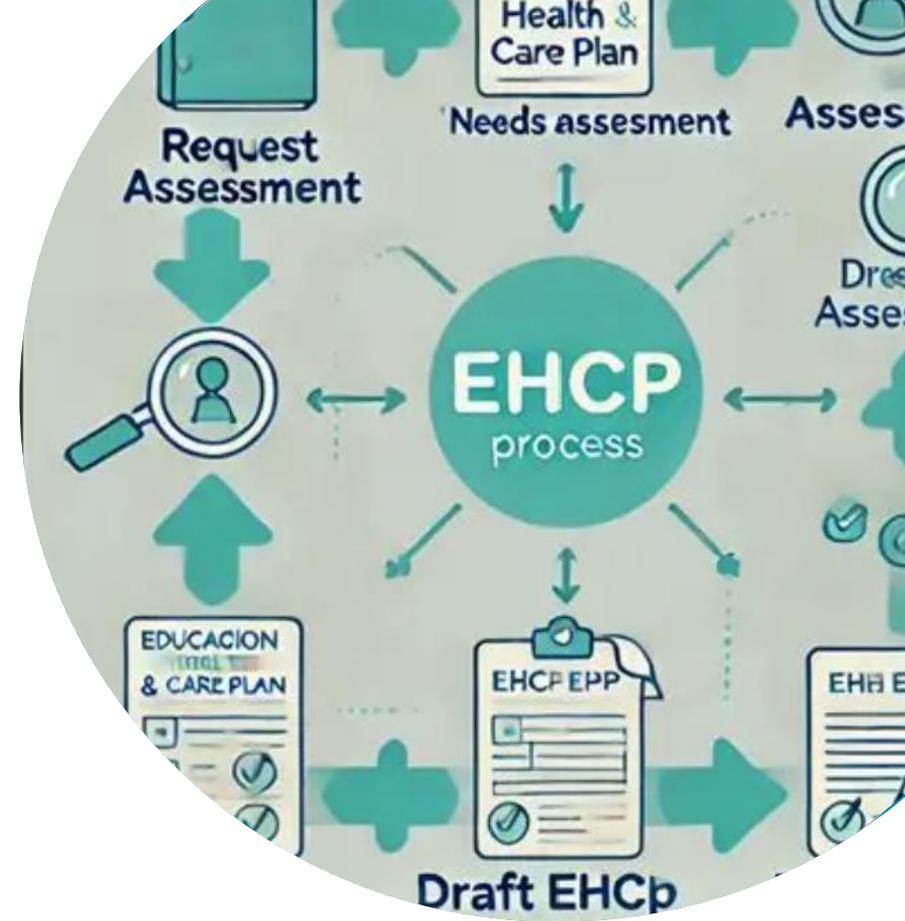
EHCP Process

- EHCP's are reviewed by local authorities and can provide statutory guidance on support needed.
- The statutory process *aims* to complete within **20 weeks**, but delays exist nationally and locally.
- EHCP's are legally binding about the *type and level of support*, but they do not guarantee unlimited resources.
- EHCP's enable parents and carers to 'name their school' this is great where resources can keep up with demand; adds pressure to some schools who aim to be inclusive, compared to some that choose not to and say they cannot meet need.



Diagnosis & EHCPs

EHCP ≠ 'Resources'



How Support Looks in Mainstream School

The Carrington Way

- Carrington is committed to **inclusive practice**, ensuring all pupils are supported to achieve their potential.
- We recognise progress is multifaceted – academic, social, emotional and life skills.
- We need to help prepare students for life after school, in all areas and despite additional needs.

Reach for the stars!





Our Commitment to You

We always aim to do the best for your child;
*whilst being transparent about what's possible within
current pressures.*

*We want your children to be able to manage and cope
with their SENd needs– we are therefore looking at
strategies to help them navigate post 16, careers and
life beyond school.*

What every **STUDENT** needs to know:

THE COMMON CORE WILL CHALLENGE STUDENTS to take learning to new levels.

Don't just keep me busy,
make me care.



Point me in the right
direction, then let me
prove my point.



Show me how
to research
and analyze.



Get me ready to
take on the world.



Spotlight on Our SRP (Specialist Resource Provision)

What is an SRP?

A Specialist Resource Provision is tailored within the school to support pupils with certain identified needs more intensively than usual mainstream SEN support.

Why We're Setting It Up

To **Strengthen in-school capacity** for specific needs, reduce the need for external placements, and provide smoother transitions for students

Benefits for Students & School Community

More bespoke learning environments.

Access to specialist staff while maintaining school belonging.

Better continuity and outcomes of students whose needs require enhanced support.





Why Collaboration Matters

Together, we create continuity between home and school,
a powerful foundation for growth.



Challenges & Why Collaboration Matters

Current Pressures

Rising numbers of pupils with SEND are *outpacing* the expansion of funding and specialist placements, impacting capacity and timelines for support.

Why Partnership is Essential - What parents can bring to the table:

Insight and lived experience of your child

Constructive communication helps tailor support effectively

Shared goals align home and school strategies

Practical ways parents can support:

Regular communication with SENCO and teachers.

Collaboration on how strategies work at home and in school.

Helping set realistic expectations and shared priorities for development

