



THAMESFIELD
COLLEGE

CHANGING LIVES | CREATING FUTURES

SEND Information Report

Integrity. Respect. Perseverance.

For implementation from September 2026

What families can expect

This report explains how Thamesfield identifies SEND, puts support in place and works with pupils, families, home schools and Surrey to plan what happens next.

Statutory information | Updated annually
For the 2026-27 academic year

Document control

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School	Thamesfield College Pupil Referral Unit
Website	thamesfieldcollege.org
SENDCo	Holly Stevens, Strategic SEND Lead
Headteacher	Nick Elliott
Contact	info@thamesfieldcollege.org
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How to use this report

This is Thamesfield's public account of the support available for pupils with SEND. It should be read with the school's SEND Policy (Policy 15) and Surrey's Local Offer. Because Thamesfield provides outreach, short-term intervention and education following permanent exclusion, the school responsible for leading SEND work depends on the type of placement. The report explains those differences plainly.

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1. About Thamesfield and this report

Thamesfield College is a maintained Pupil Referral Unit. National guidance includes PRUs within the wider term alternative provision, but Thamesfield is not a specialist SEND school and is not intended to replace the long-term mainstream or specialist provision a pupil may need.

Thamesfield works through three tiers:

- Tier 1 outreach: support for a pupil and staff while the pupil remains at the home school
- Tier 2 intervention: a short-term placement, normally 6 to 12 weeks, with the expectation of return to the home school
- Tier 3 permanent exclusion: education and next-step planning for a pupil who has come onto Thamesfield's roll following permanent exclusion

Our approach. We look beyond behaviour. Staff use professional curiosity to understand what may be making mainstream education difficult and to find the approaches that help the pupil learn, regulate and succeed.

2. What kinds of SEND does Thamesfield support?

Thamesfield supports pupils across the four broad areas of need in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

Most pupils show a number of SEND indicators. Social, emotional and mental health needs are common, often alongside autism, ADHD, speech, language and communication needs or learning needs. Some needs are already diagnosed or identified; others emerge as staff build relationships, assess learning and see how the pupil responds to different approaches.

A diagnosis does not automatically mean that a pupil has SEN, and behaviour or low attainment alone does not establish SEN. The key question is whether the pupil needs educational provision that is additional to or different from the provision normally available.

3. How do we identify and assess need?

Information at entry normally comes from:

- the pupil interview
- the EXC2 document
- the referral from Surrey or the home school
- existing SEN records, EHCPs, professional reports and school information
- parents' or carers' knowledge of the pupil

Assessment continues after entry through classroom observation, academic and reading assessment, work, attendance, engagement, communication, sensory and regulation patterns, and the pupil's response to support. Staff share what they notice through daily briefing and debrief as well as formal reviews.

Where need is newly suspected, Holly Stevens makes the school's final decision about SEN registration, informed by staff, Philippa McHattie, the pupil, parents or carers and the home school. Most pupils who come onto Thamesfield's roll are recorded as SEN Support (K) because the evidence usually shows that they need additional or different provision. A K code is not applied simply because a pupil attends a PRU.

4. What is a Student Support Plan?

Every pupil at Thamesfield has a Student Support Plan (SSP). The SSP is created during the entry interview with the pupil, parents or carers and the relevant school. It records strengths, needs, ambitions, helpful classroom strategies, targeted support and how progress will be recognised.

- The SSP is the school's single working support plan; there is not a separate SEND plan.
- It is formally reviewed three times each year if the pupil stays long enough, and sooner when needs or circumstances change.
- Parents, carers and the home school are expected to attend review days.
- Having an SSP does not automatically mean that a pupil is on the SEN register.
- The SSP does not replace an EHCP, healthcare plan, risk assessment or safeguarding plan.

5. Who is responsible for SEND?

Holly Stevens - Strategic SEND Lead and SENDCo

Holly leads SEND across the school. She oversees identification, the SEN register, SSP quality, EHC needs assessment work, EHCP reviews, liaison with Surrey and external professionals, staff advice and the school's continuing development. Holly is also the Designated Teacher for looked-after and previously looked-after children.

Philippa McHattie

Philippa has completed the NPQ for SENCOs (NPQSEND) and works closely with Holly on SEND assessment, planning, review and staff support.

Inclusion and the wider staff team

Amanda Sutton-Hall is the Inclusion Manager and a board member of the National Autistic Society. Every teacher and member of support staff is responsible for knowing the SSP, adapting their work and sharing evidence about what helps. The tutor is normally the main contact for the pupil and family; another close staff link may be agreed where useful.

Responsibility at each tier

Provision	What it means	SEND responsibility
Tier 1: Outreach	Advice and support delivered with the pupil remaining at their home school.	The home school retains responsibility. Thamesfield helps staff understand needs, adapt provision and review what is working.
Tier 2: Intervention	A short-term intervention placement, normally 6 to 12 weeks, with a clear return plan.	Thamesfield gathers evidence and works closely with the home school. The home school normally leads any formal EHC needs assessment request, with Thamesfield helping to complete the paperwork.
Tier 3: Permanent exclusion	The pupil is on Thamesfield's roll following permanent exclusion.	Thamesfield leads the SEN register, assess-plan-do-review cycle, EHC needs assessment work, annual reviews and liaison with Surrey and external professionals.

6. How do we teach and support pupils with SEND?

Small groups, strong relationships and high adult availability are central to Thamesfield's ordinary offer. Teachers remain responsible for each pupil's learning and adapt work according to the SSP and the evidence they gather.

- clear routines, predictable boundaries and preparation for change
- modelling, chunking and manageable steps, including I-We-You where helpful
- adaptation of language, explanation, task size, pace, resources, recording and feedback
- relational, restorative and PACE-informed practice
- Thrive-informed pastoral and regulation support from trained staff
- reading assessment, NGRT information, reading-quadrant analysis and That Reading Thing where required

- regular staff communication so that successful approaches are used consistently

Thamesfield has had external training from the National Autistic Society. The school's wider CPD programme gives staff regular opportunities to improve their SEND knowledge and share practical approaches that work in classrooms.

Pastoral and Thrive-informed support helps pupils with relationships, regulation and emotional wellbeing. Staff listen to pupils' views, provide a trusted adult or closer staff link where needed, take bullying concerns seriously and follow safeguarding procedures whenever a pupil may be at risk.

7. How are pupils and families involved?

The pupil's views begin the SSP and continue to shape it. Staff ask what helps, what makes things harder and what the pupil wants from their next school, course or adult life. Views are gathered through everyday conversations, tutorial time, SSP reviews, review days and transition work.

Parents and carers help create the SSP, receive review information and are expected to attend review days. The tutor is normally the first point of contact. Families can contact the school initially through info@thamesfieldcollege.org.

For pupils supported through outreach or intervention, Thamesfield works closely with the home school. The SSP is shared and Thamesfield aims to transfer assessment, successful strategies and other useful evidence so that support continues after the pupil returns.

8. How do we review progress and placements?

Progress is assessed continuously. Staff discuss pupils in briefing and debrief and use that information alongside academic progress, attendance, engagement, regulation, relationships, pupil and family views and the impact of individual strategies.

SSPs are formally reviewed three times a year where the pupil stays long enough, but support and placement plans are changed sooner when the evidence requires it. Every placement has a deadline or decision point; readiness to return or move on is not considered only on review days.

The school also evaluates its wider SEND provision through reintegration outcomes, sustained destinations, reading and curriculum progress, feedback from pupils and families, the impact of specialist advice and the quality of documentation and staff training.

9. Which specialists and services may be involved?

Depending on need, Thamesfield may work with:

- educational psychologists, speech and language therapists and occupational therapists
- Mindworks Surrey and other mental-health services
- Surrey SEND services and the Learners' Single Point of Access
- school nursing and other health professionals
- social care, family support, the Virtual School and Youth Justice
- other services relevant to the individual pupil

Where families ask about ADHD or autism assessment, Thamesfield may signpost them to NHS routes, including Right to Choose where applicable and where providers are accepting referrals. Parents should discuss eligibility and available providers with their GP. Thamesfield cannot diagnose, guarantee that a referral will be made or accepted, or recommend a particular provider, but it can share educational evidence with consent.

10. What happens with EHC needs assessments and EHCPs?

EHC needs assessment requests

An EHC needs assessment is considered where evidence suggests that the pupil may need provision beyond SEN Support. Thamesfield will work with the pupil, family and relevant school and will not wait for a diagnosis before providing appropriate educational support.

- In Tier 1, the home school leads and Thamesfield contributes advice and evidence.
- In Tier 2, Thamesfield gathers evidence, assessments and information about the pupil's response to support and helps the home school complete the paperwork.
- For pupils on Thamesfield's roll following permanent exclusion, Thamesfield leads the school's contribution and works directly with Surrey.

A pupil who already has an EHCP

A short-term placement. Where a pupil already has an EHCP when they enter Thamesfield, the placement will normally be limited to 12 weeks under Thamesfield's commissioning arrangements with Surrey County Council.

Surrey remains responsible for maintaining the EHCP, securing the provision in it and planning a suitable mainstream, specialist or post-16 destination. Thamesfield may provide interim education after permanent exclusion while that work takes place, but it should not become the long-term placement simply because another placement is not yet available.

A placement may continue beyond 12 weeks only where Thamesfield and Surrey agree that this is appropriate and in the pupil's best interests. The pupil, parents or carers and relevant professionals are involved in the review. A longer placement may, for example, be agreed for a Year 11 pupil to finish GCSE courses without another disruptive move.

If Thamesfield believes that it cannot safely or appropriately meet a proposed pupil's needs, risks or access requirements, it will raise this clearly with Surrey and ask for reconsideration or additional support. Surrey normally makes the final commissioning decision. Surrey SEND usually discusses proposed placements with Thamesfield first, although the level of prior consultation varies between referral routes.

Additional funding or provision

Thamesfield usually puts support in place from its existing staffing and resources. If evidence shows that the pupil requires provision beyond what the school can reasonably provide, Thamesfield submits a request to Surrey for additional funding, specialist input or other provision.

11. How do we support reintegration and preparation for adulthood?

Returning to school

An intervention pupil is expected to return to the home school, normally after 6 to 12 weeks. Most returns are phased, although an immediate full-time return is sometimes right for the pupil and time of year. Thamesfield outreach supports pupils after reintegration, whether they have come through intervention or permanent exclusion.

Where a permanently excluded pupil is ready for a new mainstream placement, or this is judged their best route to success, Thamesfield puts them forward for a Fair Access window. Those windows are externally timed, so a pupil may be ready before one opens or may need further support after a school has been allocated. If earlier behaviours re-emerge, readiness can be reconsidered.

Careers and post-16 transition

Every pupil follows a comprehensive careers programme. This includes careers learning across the curriculum, employer encounters, vocational visits, work experience, college and sixth-form research, applications, CVs, personal statements, mock interviews and individual transition planning. The programme is reviewed against the Gatsby Benchmarks.

For pupils with an EHCP or additional transition needs, Holly and Philippa work with the local SEND team and contact colleges directly to discuss support, share information with consent and help overcome barriers to a suitable post-16 place.

12. How accessible are the sites and wider activities?

Neither current Thamesfield site is fully wheelchair accessible. Both have accessible toilets. The ground floor at Hersham and most of the Staines site can be accessed by wheelchair, but daily wheelchair use is not ideal at either site. An individual access assessment is therefore needed before placement so that the family, Thamesfield and Surrey can agree reasonable adjustments, support or alternative arrangements.

Pupils with SEND are supported to take part in trips, enrichment, careers activity and work experience. Reasonable adjustments and individual risk assessments are made where needed.

Where a pupil also has a medical condition, safeguarding need or individual risk plan, the relevant school policy and plan operate alongside the SSP or EHCP.

13. Who should families contact?

School contact

The tutor is normally the first point of contact. Families can also contact the school office at info@thamesfieldcollege.org and ask for Holly Stevens, Strategic SEND Lead and SENDCo. If a concern is not resolved, it may be raised with the Headteacher and then through Thamesfield's published Complaints Policy (Policy 19).

Independent information and local services

Surrey's [Local Offer](#) brings together information about education, health, care, training and support for children and young people with SEND and their families.

[SEND Advice Surrey](#) is Surrey's free, confidential and impartial SEND information, advice and support service for children and young people aged 0 to 25, parents, carers and professionals.

The national [SEND Code of Practice](#) explains the legal framework for children and young people aged 0 to 25.