

SENDing Pupils to Epsom's Mainstream Schools?

8 July 2025



The national conversation around how best to educate children with special educational needs and disabilities (SEND) has intensified, following proposals by Labour's Stephen Kinnock to increase the number of SEND pupils placed in mainstream schools. The aim, he says, is to promote inclusion and reduce the pressure on stretched specialist placements. But as the Government looks to reshape the SEND landscape — and amid growing concerns about funding — the question for residents of Epsom and Ewell is this: should more children with SEND be placed in local mainstream schools?

The borough is home to a number of schools that already provide dedicated support for pupils with SEND. Epsom and Ewell High School hosts a Hearing Resource Base and also runs an alternative curriculum aimed at meeting the diverse needs of learners. Epsom Primary and Nursery School is one of the local institutions to benefit from Surrey County Council's 2023 expansion of SEND provision. That county-wide investment pledged 6,000 additional specialist school places and introduced 85 new SEND resource base places within mainstream schools, part of a broader £240m commitment to address rising demand across Surrey.

The local impact of that investment is still unfolding. While there has been clear progress in infrastructure and placement availability, there is no publicly available data to confirm whether Epsom's schools currently have the capacity to take in significantly more SEND pupils — or how those decisions might affect classroom dynamics and resource allocation.

However, concern is growing that national policy may now be moving in the opposite direction. In June 2025, reports emerged suggesting that the Treasury is pressuring the Department for Education to identify "efficiency savings" in SEND budgets, amid wider efforts to reduce public spending. According to coverage in *Schools Week* and *The Guardian*, Government ministers have privately discussed potential curbs on local authority SEND funding, with one official describing existing growth in education, health and care plan (EHCP) numbers as "unsustainable." While no official announcement has been made, campaigners fear that this signals a shift towards cost-saving measures that could restrict access to specialist support or delay assessments.

This emerging tension between inclusion and austerity has alarmed SEND advocacy groups. They warn that increasing mainstream placements without matching increases in funding and staff training could place significant strain on already overstretched schools — and risk setting up both SEND and non-SEND pupils for failure.

Supporters of the mainstreaming model argue that it fosters an inclusive environment where all children can thrive together. They point to the benefits of breaking down stigma and allowing pupils with SEND to learn alongside peers, provided the right support mechanisms — such as teaching assistants, differentiated learning, and physical accommodations — are in place.

However, the debate is far from one-sided. Some argue that placing more SEND pupils into mainstream classrooms, especially where complex needs or behavioural challenges are involved, can stretch teaching resources and affect the learning environment for all students. There is no conclusive local data for Epsom, but nationally, parents and advocacy groups have voiced concerns that pupils without SEND may receive less teacher attention or experience disruption in classes that try to cater to a wide range of needs without sufficient staffing or training.

The reality is that the success of inclusion depends heavily on how it is implemented. A mainstream classroom with adequate resources, specialist support, and small group instruction may serve some SEND pupils well. But without those conditions — and without proper funding and planning — the risk is that no one in the classroom gets the education they need.

So far, neither Epsom & Ewell Borough Council nor Surrey County Council has issued a public position on whether more SEND pupils should be placed in mainstream settings, and there has been no formal consultation locally on the implications of national policy changes.

As families, teachers and policymakers await further clarity, it is vital to hear directly from the community. The *Epsom & Ewell Times* invites parents, educators, and students to share their thoughts. Do you believe more children with SEND should be placed in mainstream schools? What has your experience been with local provision — as a parent navigating the system, or a student learning alongside SEND peers?

This is a complex and nuanced issue, and any long-term solution must balance fairness, resources, and outcomes — not just for children with SEND, but for everyone in the classroom. Whatever direction policy takes next, one thing is certain: inclusion is not just about where children are taught, but how.

Image: Rosebery School, Epsom. Google.

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