Gordon's School SEND Information Report 2026 -2027

1. Gordon's School provides for the following SEND:

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provisions to be made for them. The SEN Code of Practice identifies four main categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or physical needs

At Gordon's School we support SEND students across all four categories of need; and we recognise that the needs of students often cross over more than one 'area of need' and that the needs of individual students can vary over time. In-line with the SEN Code of Practice, students with SEND will be included on our central SEND Register:

K Code: Students without an EHCP who have a learning difficulty, or disability, which calls for special educational provision to be made in order them to access the curriculum, will be allocated a K code. Recommendations will be shared with staff on how to best support their specific needs within the classroom or boarding house. Progress will be tracked, on a termly basis, and monitored by the teaching staff, Head of Key Stage and SEND Team.

E Code: For those students with complex SEND needs and where an EHCP plan is in place, an E Code will be allocated. Details on the central SEND Register will include an overview of their needs, support strategies, their EHCP Outcomes and Student Support Plan. These students will have an annual review each year with the SEND Team. Progress will be tracked and monitored on a termly basis by the SEND Team, following information provided by teaching staff, Head of House and Head of Key Stage.

All interventions are reviewed formally on a termly basis, with a mid-term review between the student and their intervention lead.

2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO

SENDCo: Emily Rawlins, email: erawlins@gordons.school

At Gordon's we identify students with SEND as they join our school. During the admission process parents/carers are asked about their child's learning profile, as are our feeder primary/prep schools.

Liaison takes place with a student's previous school where information is gathered, and discussions are held regarding proven successful strategies and interventions.

All SEND students are monitored through regular termly assessment cycles and gathered data is used to track progress.

All SEND students complete psychometric baseline assessment, by our internal Level 7 assessor, when joining Gordon's. Such data is used to influence targeted intervention and Exam Access Arrangements. Students may undertake a range of standardised assessments where appropriate to monitor progress, identify need and inform provision.

Where progress is below expected levels and where SEND has not previously been identified, a meeting will be arranged between teachers/Head of Key Stage, parents/carers, and the student. Further diagnostic assessments may take place where there are concerns that there are unidentified underlying SEND needs.

Discussion about the overall development of the student and identification of the concerns regarding progress lead to an agreed action plan. A schedule of meetings will take place following the Code of Practice (2014) Graduated Approach; Assess, Plan, Do, Review. Where a student requires additional support that is additional to and different from that which the school can normally provide, specialist support may be requested via a referral from the SEND Team to an external agency, in agreement with the parents/carers and student.

3. Arrangements for consulting parents of children with SEND and involving them in their education

At Gordon's we have regular reporting cycles where parents/carers are informed of progress. Parents/carers will receive two progress reports a year containing information on attainment and targets.

EHCP parents/carers are provided with termly progress on how their child is working towards their EHCP Outcomes.

Parents/carers of students in receipt of SEND Support will receive a termly Student Support Plan, which details their intervention(s), intended outcomes and progress towards these.

Aside from Consultation Evenings parents/carers are invited to telephone, email or request a meeting with the SEND Team should they wish to discuss any concerns they may have about their child's SEND and support arrangements.

4. Arrangements for consulting young people with SEND and involving them in their education

At Gordon's we value student opinions.

a. Students with SEND have an Individual Student Profile where they detail what strategies/support they would like within the classroom/boarding house. This information is then added to their profile on the central SEND Register.
b. When meetings with parents/carers are organised, students with SEND are involved, where appropriate.
c. Students with SEND are encouraged to attend their Academic Consultation Evenings.
d. Students with an EHCP attend their Annual Review Meeting and contribute their thoughts and opinions.
e. Students with external agency involvement are seen either individually, with parents/carers or with the support of the SEND Team.
f. Students with SEND are encouraged to be members of the Student Council, Student Voice, House Captains, Prefects and mentors.

5. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

EHCP Annual Review meetings involve the student, their parents/carers, the SEND Team, feedback from staff and any external professionals who are involved with the SEND provision for that student.

The aim of these meetings is to identify future aspirations, future targets, and outcomes to move the student towards achieving their goals and moving independently to adult life.

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

a. Students in Year 9 receive support regarding Option Choices through information evenings and discussion with teachers.
b. Students have opportunities to attend a variety of careers events held at Gordon's.
c. In Year 10, students are invited to participate in a week of work experience where they are visited at their placement and their progress is monitored.
d. Additional Careers meetings are organised for those students who are identified as a RONI, or those who are SEND/EHCP who may require further guidance around their next steps.

7. The approach to teaching children and young people with SEND

We adopt a Graduated Approach to meeting needs through Quality First Teaching and Gordon's 'Ordinarily Available Provision' framework and follow the graduated approach outlined in the SEND Code of Practice. Our staff make reasonable adjustments to ensure that students can access the curriculum and include them in all aspects of school life.

Through termly tracking and identification, we identify students who would benefit from short-term interventions.

Many interventions are put in place, across all four areas of need. We have specialist staff that can be used to support students with SEND, and we have external professionals (detailed at point 9 below) who we can liaise with should further support be required.

8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

Adaptive teaching is embedded into our curriculum and practice. We ensure that we make reasonable adjustments to our teaching to meet the needs of students. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning, this includes termly observations of the SEND Team.

All students with SEND are taught by subject specific specialists and may be supported further by a SEND teacher or Learning Support Assistant according to the provision in their EHCP.

SEND students are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a SEND teacher or a Learning Support Assistant. Their literacy and/or numeracy skills may be addressed by appropriate personalised programmes designed by the SEND Team.

All SEND students have equal access and are integrated into all school activities.

All our staff are aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements.

The school's Accessibility Plan can be found on the school website and as such we consider our environment to be as accessible as possible, even though the site is spread in many buildings over a large area. Some of our buildings have floors accessible by lifts. Some of the upstairs rooms do not have wheelchair access, however we do our utmost to accommodate by organising a bespoke timetable to ensure students can access a full curriculum.

We are vigilant about making reasonable adjustments; wherever reasonably possible.

9. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

We work with a number of external professionals to ensure our students are fully supported. The school has access to the following support services:

- CAMHS (Mindworks)
- Occupational Therapists – through the Local Authority
- Attendance Advice and Intervention Officer for Surrey Attendance Service.
- Speech and Language Therapist – through the Local Authority
- Educational Psychologist – through the Local Authority
- Specialist Teachers for Inclusive Practice (STIPs)
- Children Social Care Services – through the Local Authority
- ASC Outreach team

The school liaises with Children's Social Care services by attending Child Protection (CP), Child in Need (CIN) and Team Around the Family (TAF) meetings. The Team consists of the following staff members: Clair Gill, Dave Cherry and Kerry Fairbrass

a. The SENDCo is a qualified teacher, holds a BSc degree, and has completed the NASENDCo qualification.
b. The Deputy SENDCo is a qualified teacher with 5 years SEND experience, holds a BA degree, and a certificate in Drama Therapy.
c. The Assistant SENDCo holds a National Diploma in Business Studies and Diploma in Personnel Management. They have completed a range of courses across all areas of need and has 8 years of working with students with complex emotional needs.
d. The Assistant Educational Psychologist has BA(Hons) Early Years and Psychology, a MSc Psychology and a MSc in Attachment Theory, Research and Practice. They also have their Level 2 counselling skills qualification, Level 5 in Dyslexia – literacy support and intervention and are currently completing an ADHD coaching course.
e. A large number of our Learning Support Assistants are educated to a degree level, and they have undertaken additional training within specific areas of interest so that they can deliver targeted interventions. All staff members delivering interventions within our SEND provision have the required qualifications to do so.

10. Evaluating the effectiveness of the provision made for children and young people with SEND

a. We review the needs of our students on a termly basis and when a need has been identified this is discussed at our weekly Welfare Meetings to ensure a coordinated, well-considered and staged response occurs.
b. At the beginning of any targeted based intervention a baseline assessment will occur, a Student Support Plan is created and students alongside their intervention lead will create termly outcomes. The SSP is then shared with relevant teaching staff and parents/carers.
c. Half term there is a mid-pint review, where the Intervention Lead and student review their current outcomes and how they are progressing towards these. Outcomes may be altered at this time in response to student engagement/progress.
d. At the end of a term a post assessment takes place and both the Intervention Lead and student review their outcomes. Internal data is also used to ascertain progress. If needed a student may remain on the same targeted intervention for a second term.
e. After two terms of intervention the SEND Team will review provision and next steps, whether this is a referral to external support to seek further guidance, change of provision and/or staff member, or if sufficient progress is made return to Wave 1 support.
f. The SEND Team conducts regular learning walks, and termly observations of the LSA team and Intervention Leads to quality ensure the provision on offer.

11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

a. At Gordon's we promote the involvement of all our students in all aspects of the curriculum and boarding houses. All students can participate in our daily Period 7 co-curricular activities, school trips, Saturday provision, ceremonial parades, and interhouse competitions.
b. Where there are concerns about safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers and students are consulted and involved in planning.
c. Comprehensive risk assessments and/or Personal Evacuation Plans are created where appropriate to support students to attend school and offsite trips successfully. Risk assessments are completed for all educational visits, which are agreed by County in advance of a trip taking place. Appropriate adjustments are made to support individual needs wherever reasonably possible to allow inclusion.
d. We will consult with parents/carers and health professionals to plan for students with higher SEND needs

12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

At Gordon's we value the students' well-being and believe that the overall development of character is the key to success in future life. We have a strong pastoral system which supports students with SEND.

a. We have regular meetings with parents/carers and students. Where applicable outside professionals are involved.
b. Each student is assigned a boarding house, and they remain within this house during their time at Gordon's. The House staff are responsible for the day-to-day pastoral care of our students.
c. Students are also allocated form tutors, who they meet twice weekly. Form tutors offer both academic and pastoral support to our students. They are also involved in the delivery of our PSHE programme.
d. We have in-house school counsellors to support students.
e. Additional targeted SEMH support can be noted on our whole school provision map. Examples of interventions available include; ELSA (Emotional Literacy Support) and Doing Things Differently.
f. We are able to access professional support from external agencies such as the Mental Health Support Team or Eikon and undertake referrals to CAMHS (Child and adolescent mental health service).
g. We have a peer mentoring system and house families where students work with younger students, to provide support and offer shared experiences.
h. All students have access to the Well-Being Hub, an online resource to help educate and guidance students are their own wellbeing.
i. All staff have had Safeguarding training so they know the procedures to follow should they have any concerns.

13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school works collaboratively with Surrey County Council Inclusion and Additional Needs Services and accesses advice and support from Specialist Teachers for Inclusive Practice (STIPs) where appropriate. We regularly refer to outside agencies such as: Educational Psychologist, Language and Literacy Support, Physical and Sensory Support Service and Education Welfare Service. We have links with the Child and Adolescent Mental Health service, Speech and Language Therapy Services and the Occupational Therapy Service. We work closely with the Autistic Spectrum Condition outreach team.

14. Arrangements for handling complaints from parents of children with SEN about the provision made at the school

In the first instance, parents/carers are encouraged to talk to their child's Head of House or Head of Key Stage. Further information and support can be obtained from the school's SEND Team, Mrs Rawlins, Miss Palmieri and Mrs Kelly.

If concerns cannot be resolved informally, parents/carers may make a formal complaint in line with the school's Complaints Policy, available on the school website.

15. Information on where the local authority's Local Offer is published

Surrey SEND Information, Advice and Support Service (SSIASS) offer impartial and independent information, advice and support to parents/carers of students with SEND and can be found at https://sendadvicesurrey.org.uk/

Please find information on Surrey's Local Offer here: www.surreylocaloffer.org.uk

SEND Information Report completed by Emily Rawlins, SENDCO

To be reviewed: September 2027