

	Questions	School Response
1	How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<ul style="list-style-type: none"> • Internal school assessments: we have rigorous attainment monitoring and tracking within all academic departments throughout all year groups; and those identified with SEND will be tested twice yearly using specific screening assessments – dependent on need. • Transition: we liaise with former schools for SEND status and information on individual students and their interventions. • Parents/carers: are encouraged to liaise with the School SENDCo about any concerns they have. • Teachers/House tutors/Form Tutors/Support Staff: can raise any concerns to the School SENDCo via an Expression of Concern form. Our staff are vigilant at supporting and raising any concerns. • Proactive Learning Support Department: Gordon's has an active Learning Support Department who have an array of experience and professional knowledge within the field of SEND. The team consists of a SENDCo, two Higher Level Learning Support Assistants, an EAL Coordinator and eight further Learning Support Assistants. Gordon's is not a specialist setting; and there is no Area Resource Base attached, therefore Gordon's may not be specialists in all area of needs.
2	How will school staff support my child/young person?	<ul style="list-style-type: none"> • Wave 1 and Inclusive Quality First Teaching: our team of teachers are well equipped to differentiate the national curriculum to ensure all students access their learning at a pace which challenges and engages them.

		<ul style="list-style-type: none"> • Wave 2 Student Support: if a SEND student is unable to make equal progress to their peers within a Wave 1 intervention the student will be offered an intervention that is relevant and appropriate to their need. • Wave 3 and external agencies: if a student is still facing barriers to their learning the SENDCo will liaise with external agencies, where possible, to access support/guidance.
3	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> • All of our teachers at Gordon's differentiate to meet the needs of all learners. Teachers will always have high expectations of our students' and they will receive differentiated work to support them in achieving this. • Students are placed in sets within their core subjects in response to their assessment outcomes. Students will access a curriculum matched to their current achievement level within these sets
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> • Parent evenings: a forum where we are able to share progress feedback with all our learners and their families. • Annual Reviews: Students' with an Education Health and Care Plan will receive an Annual Review. • SENDCo meetings: the School SENDCo is available over email, telephone and in person should you wish to discuss your child's need/provision. • Student Planner: each student has a Home/School planner which is used each day to communicate with home; and is used as a channel of communication between teachers and the student's pastoral 'House'. • Whole school reports are sent home termly for KS3 and more frequently at KS4. These cover a range of effort grades and working grades at different times of the year. • Curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. • Schemes of Work: each department has their yearly Scheme of Work which is accessible via the School website.

5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • All of Gordon's staff are regularly trained to provide a high standard of pastoral and social support. • The House system: we have a Head of House, House Parents and House Tutors for each boarding House who support the students within their house to ensure their overall well-being. • Medical Centre: staffed by qualified nurses – predominantly for the use of pupils who board. They can also administer medicines in appropriate circumstances. There is a medical policy in place. • Our Behaviour Policy: which includes guidance on expectations, rewards and sanctions; and is fully understood and supported by all staff. • The Home/School diary acts as a personal record to support this. • Pastoral Manager: Gordon's has a designated Pastoral Manager who works with individual students' to deliver personalised interventions. • Attendance: we regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Student Voice: we have an active school council to elicit the views of the learners, via tutor groups and the Houses. • School Counselling: we have a team of three counsellors who visit the School on an appointment and drop in basis.
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Proficient and knowledgeable school team who have regular access to CPD within the SEND field. • School ELSA and Pastoral Manager • Educational Psychologist – who visits the School on a half termly basis as a minimum • Occupational Therapists/ Speech and Language Therapists / Specialist Teachers – for the physically disabled, visually and hearing impaired / Physiotherapists / Counsellors • Surrey County Council SEND Team
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • SENDCo: holds a PG CERT in Special Needs Co-ordination and a Level 5 Approved Teacher Status through the BDA. • Higher Level Learning Support Assistant: holds a Level 7 Assessment Practising Certificate.

		<ul style="list-style-type: none"> • All staff CPD: This academic year the whole staff team will have access to training in ASD / Dyslexia / ADHD and ADD / Dyspraxia • LSA: performance management related training.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our Inclusion Policy: promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Period 7: daily extra-curricular activities are inclusive where practically possible for all students. As Period 7 is part of the extend school day Learning Support Assistants are not available. Therefore there may be limitations within some of the activities our learners can take part in. However with over 20 different activities on offer Period 7's are inclusive.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Our Accessibility Plan: is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. There is a range of older buildings on site which are not able to be adapted in some cases, where they are new-build they adhere to current regulations with disabled toilet facilities. • Supporting EAL and SEND: the school seeks appropriate local advice from Surrey L.E.A. when communicating with parents whose first language is not English, or who have learning needs/disabilities.
10	How will the school prepare and support my child/young person to join the school, transfer to a new setting or the next stage of education and life?	<ul style="list-style-type: none"> • Induction programme: to welcome new learners to our school, with induction days for all students and an additional provision for SEND students. • Parent tours: there are dedicated and planned tours for parents in the Autumn term of each year, parents may phone into the Admissions Registrar to organise a visit on one of the tours. • Liaise with former schools: the SENDCo will liaise with our partner schools to ensure the needs of all SEND learners is known before their arrival. • Yearly parent information evenings: in the Autumn Term the School will host an information evening for every year group. • Careers advisors: we have dedicated careers advisors who support transitions in KS4 and KS5 for students and their parents.

11	How are the school's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service.
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • Wave 1 and Inclusive Quality First Teaching: is clearly defined in our SEND Policy and school practice. We expect all staff to deliver this. • Wave 2 and Student Support: should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored (where possible) for impact and the outcomes are defined at the start of any intervention. Interventions are tailored to the student need which is informed through internal testing, tracking and information from subject teachers and House staff. • The SENCo will oversee all Wave 2 and 3 support.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • Open door policy: we whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. • The Home/School diary • The website and the 'In-Touch' bulletin are important tools for this. • Gordon's School Parent's Association: which organises a number of events and resources. • Our Governing Body includes Parent Governors / representatives.
14	Who can I contact for further information?	<ul style="list-style-type: none"> • The School SENDCo – who can advise you of all internal information and guide you to any external agencies. • Your child's tutor or House Parent / Head of House • Pastoral Manager.