

GORDON'S SCHOOL

POLICY

POLICY ON MEETING SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

The core principle that guides everything we do is **Putting Students First**.

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Equality Act 2010
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Accessibility Policy

This policy should also be read in conjunction with the following policies: [Admissions Policy](#), [Anti Bullying Policy](#), [Equality Diversity and Cohesion Policy](#), [Exam Access Arrangements Policy](#), [Safeguarding and Child Protection Policy](#), [Complaints Policy](#) and [Accessibility plan](#).

This policy was developed by the SEND Coordinator with the Head teacher and will be reviewed annually to include the views of parents/carers of children with Special Educational Needs and Disabilities.

1. INTRODUCTION

This policy is based on the recommendations contained in the SEN Code of Practice 2014 and provides the information required by the current Education Act. It provides a staged approach to students with special educational needs, based on a “continuum of need and a continuum of provision”.

Under the SEN Code of Practice, a student has a special educational need and disability if he/she/they:

- Require a special educational provision to be made for them;
- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability, which either prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in the school.

The School's Governing body is mindful of its obligations under the Equality Act 2010 and SEND Regulations Act 2014 and is addressing the needs of individual students through its rolling programme of new building works, refurbishment and maintenance. Please refer to the Accessibility Policy.

2. AIMS AND OBJECTIVES

The School is committed to a policy of inclusion in which the teaching, learning, achievements, attitudes and well-being of all students are important, including those students identified with special educational needs and disabilities. The management and deployment of the school's resources are designed to ensure that all students' needs are met. Every teacher is considered to be a teacher of SEND and the school aims to meet the needs of all students, including those with special educational needs.

GORDON'S SCHOOL

POLICY

➤ **Our Aims**

The Governing body and school staff will ensure that all students enjoy a broad, balanced and relevant education, which meets individual student needs. All students are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

The school aims to raise the aspirations and expectations for all students with SEND and remove barriers to learning, ensuring that all students have the opportunity to reach their potential.

- We expect that all students with SEND will meet or exceed the high expectations set for them based upon their age and starting points;
- We will use our best endeavours to give students with SEND the best support that they need;
- Where appropriate, ambitious educational and wider outcomes will be set for them together with parents/carers and the student;
- We aim to instill a sense of self-belief, confidence and ownership which will enable students to feel safe, be healthy, enjoy and achieve and make a positive contribution within the community and society;
- We want all students to become independent individuals who will be able to make a successful transition on to the next phase of their education and into adulthood.

➤ **Our Objectives**

To ensure that all students with SEND have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs;

To operate a whole school approach to the management and provision of support for special educational needs and disabilities;

To ensure early identification, assessment and provision for any student who may have SEND, through a Graduated Response and using the Surrey Profile of Need;

To enable all staff to play a part in identifying students' SEND and to take responsibility for recognising and addressing their individual needs through learning and teaching;

To help every student with SEND realise his/her/their full potential and to contribute to their well-being;

To deliver a programme of training and support for all staff working students with special educational needs and disabilities, which also develops our practice within the guidance set out in the SEND Code of Practice (July 2014).

To ensure the SEND department has effective and regular communication with parents/carers to enable good practice and policies relating to students with SEND.

3. THE LEARNING SUPPORT DEPARTMENT

The School's Special Educational Needs and Disability Coordinator is Miss Victoria Phillips, who works closely with both the Pastoral and Curriculum Deputy Heads. Contact details: vphillips@gordons.school

The staff within the Learning Support Department have a wealth of experience within education and supporting students with SEND:

GORDON'S SCHOOL

POLICY

Miss Victoria Phillips LLB (Hons) PGCE PG Cert SENCo NPQSL	Special Educational Needs and Disability Coordinator/Head of Inclusion
Mrs Caroline Stuart BA (Hons) Level 5 Specialist Teacher	Operational Special Educational Needs and Disability Coordinator / Level 5 Specialist Teacher of Special Educational Needs
Miss Lucy Corner BA Primary Education with QTS	Head of Learning Support and Transition Teacher
Mrs Michaela Matheson QTS Level 7 CPT3A	Exam Access Arrangements Coordinator
Ms Karen Carson NVQ3 Teaching and Learning	SEND Data Coordinator
Miss Tegan Jones BA Early Years and Psychology MSc Psychology MSc Attachment Theory, Research and Practice Level 5 Specialist Teacher	Assistant Educational Psychologist /Level 5 Specific Learning Difficulties Tutor
Mrs Deborah Belcher NVQ3 in Child Development and Learning TEFL	EAL coordinator / Learning Support Assistant
Mrs Emma Kelham	SALT Assistant/ Learning Support Assistant
Mrs Jill Sheppard	ELSA/ Learning Support Assistant
Mrs Mair Kelly HND	Learning Support Assistant
Mrs Sarah Burrows	Learning Support Assistant
Miss Selina Lambert	Learning Support assistant
Mrs Salwa Chehab	ELSA / Learning Support assistant
Mrs Justyna Mista-Slezak	Learning Support Assistant
Miss Lilay Allsopp	Learning Support Assistant
Miss Jessica Seagar	Learning Support Assistant
Claire Mansfield	SEND Administrator

The SEND team are responsible for:

- The day to day operation of the school's SEND policy
- Advising class teachers on meeting a range of needs
- Liaising with students and parents/carers
- Coordinating the staged approach to school-based assessment
- Maintaining effective record keeping including the SEND Register
- Ensuring the involvement of parents/carers in decisions taken about students with SEND
- Liaising with external agencies such as Surrey County Council (the Local Authority), Surrey's Specialist Teachers and the Educational Psychology Service, Education Welfare, REMA,

GORDON'S SCHOOL

POLICY

Outreach support services. In addition to this, students can be referred to CAMHS, the school nurse/doctor (for residential students only) and other universal services including Childrens Services- Social Care and Health.

4. IDENTIFICATION, INTERVENTION AND IMPACT

➤ Identification:

'In identifying a child as needing SEND support, the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs.' *Code of Practice 2014 6:45*

We ensure that we regularly assess all students so that each student's progress and development is carefully tracked in comparison to both their peer and to national expectations. We will listen to the views and experience of parents/carers and the student. In some cases, we will draw on the assessments and guidance from other education professionals and from health and social care services where appropriate.

As a result of in class assessments, observations and adaptive strategies, teachers can refer students to the Learning Support Department after completing an Expression of Concern form. Following receipt of an Expression of Concern form a member of the Learning Support Department will conduct a series of observations, meet with the student and if necessary discuss the concerns raised with parents/carers. When required the SENDCo will advise staff of strategies and guidance on how to meet individual student needs.

We aim to be aware of students' needs prior to their arrival at Gordon's. When necessary the SENDCo will liaise with and visit primary/secondary schools before the student joins. Parents are asked to provide information upon admissions and any specialist reports they may have.

A parent/carer of a student may express a concern to the Learning Support Department, in writing. The department in conjunction with communication to the Head of Key Stage, Subject Teachers and/or House parents will then ascertain whether an internal/external assessment is required.

Students may self-refer with a difficulty or problem.

If an assessment for an Exam Access Arrangement is required please refer to the Exam Access Arrangement Policy which can be requested from the School SENDCo.

➤ Intervention

'Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. Code of Practice 2014 (6:48)

To accurately assess whether a student requires a SEN School Support intervention a detailed analysis of school data (academic attainment, internal diagnostic assessments, effort grades, attendance and behaviour points) will be undertaken by the SENDCo, whilst liaising with the necessary staff members to gather all relevant information.

Where SEND School Support is required the Learning Support Department will create an individual Student Support Plan outlining the intervention(s) and support which will be put in place for the student, including a timely review date. Targets for the student will be shared with him/her/them using accessible language; and all staff who work with the student will be made aware of the Student Support Plan.

GORDON'S SCHOOL

POLICY

Please refer to the SEND Provision Map on the School's website for an outline of the graduated provision offered within Gordon's.

➤ **Impact**

'The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.' Code of Practice 2014 (6:53)

Our Student Support Plans are reviewed on a termly basis, or sooner if required. Impact of the intervention is measured and evidence through internal assessments, data and observations. Such evidence will inform the planning of our next steps should the intervention be required for a longer period of time or where successful, the removal of the student from SEN School Support to SEN Universal.

For students with an EHCP the Local Authority must review the plan annually.

Parents/Carers are encouraged to contact the SENDCo should they have any questions and/or seek further information regarding this process.

High Level Need

When students are identified as needing further support to meet their educational needs, the school may need to co-ordinate a response in conjunction with various external agencies and professionals such as educational psychologists, speech and language therapists, behaviour support and CAMHs. After careful consideration and assessment, if it is agreed that a statutory assessment should be applied for this should be co-ordinated through the SENDCo. For further information, please contact Miss Victoria Phillips.

Please note that parents/carers are able to request a Statutory Assessment (EHCP Assessment) via the local authority.

GORDON'S SCHOOL

POLICY

Gordon's follows the graduated response recommended by the Code of Practice when making provision for students with SEND, referred to as the 'Waves of Intervention Model':

WAVES OF INTERVENTION MODEL

EDUCATION HEALTH AND CARE PLANS

EHCP:

The School SENCo works alongside the Local Authority in accordance with the SEN Code of Practice. Student outcomes are arranged and annual reviews take place to ensure the needs of the student are being met.

WAVE 3

Greater or Persistent Difficulty:

A learning need which impairs a student's ability to access the curriculum.

A student and the School will receive support via the Local Authority / Educational Psychologist / specialist teachers. The School will consider an EHCP Application

WAVE 2

Student Support:

Individual or small group intervention lessons and / or LSA support provided during lesson time. Interventions occur when students are not making equal progress to their peers; or such intervention is of benefit to their longer term academic performance.

WAVE 1

Inclusive Quality First Teaching:

Students will receive differentiated work where necessary; and they will be monitored by their teachers and the Learning Support Department.

5. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be appropriately supported

GORDON'S SCHOOL

POLICY

so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is case the school will comply with its duties to make reasonable adjustments under the Equality Act 2010.

Some may also have special educational needs and may have an EHCP, which brings together health, and social care needs in conjunction with their special educational provision, where the SEND Code of Practice is followed.

There is a Medical Centre on site and the School doctor may refer **residential boarders** to specialists for help if medical problems affect their learning. The Learning Support staff may also, with parental permission, refer students to seek advice from outside agencies, which include the School Psychology Service, Child and Adolescent Mental Health Service, Specialist Teachers for Inclusive Practice, Physical and Sensory Support Service and Outreach services.

6. INCLUSIVE EDUCATION

Students with SEND have access to the whole academic curriculum on offer at Gordon's; and these students are also fully integrated into the life of the School and hold positions of responsibility. Many represent the School in a number of areas including sport, outdoor activities, music and drama productions.

All SEND students are taught in mainstream classes and in addition may be supported by a 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/Learning Support Assistant. Please refer to the School's Provision Map for an overview of the interventions offered.

Reasonable adjustments are made for SEND students to ensure they are able to embrace, enjoy and excel within their Gordon's education.

7. ADMISSION ARRANGEMENTS

Parents/carers should contact the Admissions Registrar, Mrs Teresa Harrison, for further details with regard to applications and admissions.

Parents/carers with students who have an Education, Health and Care Plan (EHCP) should consult with their local authority during the admission process. The Senior Leadership Team and SENDCo welcome pre-arranged visits from EHCP applicants no earlier than the Summer Term prior to their Autumn Admission deadline. Parents/carers should contact Mrs Teresa Harrison to arrange a visit.

Contact details: Registrar@GVAS.onmicrosoft.com

8. SUPPORTING PARENTS/CARERS AND STUDENTS

The Code of Practice (2014) states that Local Authorities are required to produce a Local Offer detailing

GORDON'S SCHOOL

POLICY

the SEND provision that is available within their county and make this document available to all stakeholders. You can find a copy of this document here:

Surrey County Council's Local Offer:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

9. COMPLAINTS PROCEDURE

A key objective of this policy is to promote an active partnership with parents/carers and to involve them fully at every stage. The majority of queries and complaints are resolved on an informal basis. Formal complaints are resolved in accordance with the School's complaints procedure, which is designed to ensure that complaints are dealt with speedily and satisfactorily.

If the complaint concerns the arrangements or admission procedure for a student with an EHCP of SEND the parents/carers may write to: SEND Management (North West Surrey).

10. EVALUATION

The main points for evaluation of this policy:

- The principal criteria that students who receive support under this Policy should achieve more than would have been predicted on entry to the school. Value added measures (e.g. ALPS and MIDYIS) provide an indicator of success.
- Results in external examinations.
- Improvement in results of standardised tests used in the monitoring process.
- Evidence of appropriate professional development.
- Positive feedback on SEND provision from staff, students and parents/carers.
- Evidence of progress at EHCP Reviews and termly Student Support Plan reviews.
- Full records of SEND provision maintained.
- Evidence of provision which complies with initiatives designed to promote inclusion such as Community Cohesion, Inclusion Development Programme and various other Government reports and initiatives.

This Policy is reviewed annually and the School's SLT reserves the right to make changes for clarification and ease of application purposes where necessary.

Reviewed by:

Victoria Phillips, Head of Inclusion/SENDCo

Caroline Stuart, Operational SENDCo

September 2023