

GORDON'S SCHOOL

POLICY

POLICY AND PROGRAMME 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”.

It is in keeping with the School's aims, its teaching and learning policy and its policy on inclusive education. The Governing body and staff of the School will ensure that all students enjoy a broad, balanced and relevant education, which meets individual needs.

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.

At Gordon's School every teacher is a teacher of every student including those with SEND. Gordon's School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. Every student with SEND in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all students in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of- hours learning activities; support for emotional wellbeing; assessment for learning which engages students in having a say about their progress and SEND provision; and partnerships with parents/carers, other schools, the local community, the LA Locality Team and with personalised “wraparound” health care and social service providers.

Joanne Ryan
SENDCo / Head of Learning Support

Reviewed: September 2021

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2. A DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 2014; and it has been written with reference to the Equality Act 2010, advice for schools DfE Feb 2013, Schools SEN information Report Regulations 2014, Statutory Guidance on Supporting pupils at school with medical conditions April 2014, Accessibility Policy and Teachers' standards 2012.

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

- Requires a special educational provision to be made for him or her;
- 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.

3. A DEFINITION OF SPECIAL EDUCATIONAL PROVISION

Special educational provision means provision, which is additional to, or otherwise different from, the educational provision made generally for students of the same age in school.

At Gordon's we are able to offer an array of special educational provisions from morning mentoring sessions, Social Thinking, Zones of Regulation, ELSA, Drawing and Talking, handwriting, literacy and numeracy clinics, Speech and Language Programmes to SEND Intervention Prep. The SEND department continually review the provisions available to Gordons's students; and where possible new provisions and interventions will be adopted.

4. THE LEARNING SUPPORT DEPARTMENT: SENDCo AND LSAs

The School's Special Educational Needs and Disability Coordinators are Miss Victoria Phillips and Miss Joanne Ryan (interim); and they work closely with both the Pastoral and Curriculum Deputy Heads. Contact details: vphillips@gordons.school.
jryan@gordons.school

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

Miss Victoria Phillips BSc (Hons) PGCE PG Cert SENCo	Special Educational Needs and Disability Coordinator
Miss Joanne Ryan B. Ed (Distinction) MA Special Education (Disability Studies and Inclusion)	Interim Special Educational Needs and Disability Coordinator
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	SpLD Tutor and Assistant Educational Psychologist

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Mrs Deborah Belcher NVQ3 in Child Development and Learning TEFL	EAL coordinator / Learning Support Assistant
Mrs Alison Mern	EAL Teacher/ Learning Support Assistant
Miss Jasmine Lambert	Speech and Language Therapy Assistant and Learning Support Assistant
Mrs Mair Kelly HND	Learning Support Assistant
Miss Fatima Vasco BSc	Learning Support Assistant
Mrs Caroline Stuart	Learning Support Assistant
Mrs Zuhal Pollat	Learning Support Assistant
Mrs Sarah Burrows	Learning Support Assistant
Mrs Jill Sheppard	Learning Support Assistant
Miss Sollars	Learning Support Assistant
Mr Filip Pesta	Learning Support Assistant
Mrs Emma Kelham	Learning Support Assistant
Miss Selina Lambert	Learning Support assistant

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 within the SEND mentor scheme
- 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, 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.

5. ADMISSION ARRANGEMENTS

Parents/carers should contact the Admissions Registrar, Mrs S Tozer, 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 S Tozer to arrange

a visit

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6. INTEGRATION

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.

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

7. RESOURCES

The Department has its own teaching spaces and offices in Taunton House which are all very well resourced. Within this area records on all SEND students are securely kept in addition to specialist teaching materials and other resources. Both the Governing Body and The Gordon Foundation are always very supportive in respect of resourcing Learning Support for those students who require it.

The Senior Leadership Team and SENDCo determine the staffing levels for the SEND Department. An annual capitation allowance is provided from the Curriculum Budget. LEA funding provides teachers who hold specialist literacy qualifications and Learning Support Assistants who implement the school's SEND Policy. Additional funding provides the support necessary for the students with an EHCP. The SENDCo, Bursar and Head of Finance are responsible for costing SEND provision in respect of individual students.

The Learning Support Department comprises the School SENDCo/Head of Department and three Higher Level Teaching Assistants, an EAL coordinator and eight further Learning Support Assistants. All of whom offer 1:2:1, paired and small group interventions and in class support. Students with an EHCP will receive subject specific LSA class support; and not 1:2:1 student specific LSA support.

8. IDENTIFICATION, ASSESSMENT AND PROVISION

We aim to be aware of students' needs before they come to Gordon's. On occasions the SENDCo may liaise with and visit primary schools. Parents are asked to give information and provide any specialist reports they may have.

On entry to the school in Year 7, students sit the Middle Years Information test (MIDYIS) and internal tests for reading, spelling and comprehension are given. Students with high ability or in need of support are identified.

As a result of observations in the classroom, teachers may refer students to the Learning Support Department after completing the Expression of Concern form.

A parent/carer of a student may express a concern to the Learning Support Department, in writing, who will then ascertain whether an internal/external assessment is required.

Students may self-refer with a difficulty or problem.

In discussion with parents/carers, students who have been identified as having a Special Educational Need will appear on the School SEND Register.

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.
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SENDCo/ Head of Learning Support

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9. THE SCHOOL DECISION TO MAKE A SPECIAL EDUCATIONAL PROVISION

The decision for a special educational provision will involve a detailed assessment of academic attainment, effort grades and pastoral feedback from all aspects of the School. The SENDCo will liaise with the necessary staff members to gather the relevant information. This will include accurate formative assessment (assessments which compare the student to others of the same age nationally); internal staff moderation of progress; provision management outcomes and any specific assessments.

Where students have a higher level of need the Learning Support Department will work in partnership with other specialist professionals and agencies to assess their learning profile, for example professional advice and assessments may be sought from: Educational Psychologists and Specialist Support Teachers from Surrey County Council.

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':

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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.

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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, Learning and Language Support Service, Behavioural and Pupil Support Service, Physical and Sensory Support Service, Physiotherapists, Occupational Therapist, Outreach from The Abbey School and Carwarden House School.

The Department feels strongly that it is essential that parents/carers are involved at each stage of assessment and Learning Support Department teachers encourage them to discuss their children's progress with them regularly. To make an appointment with the SENDCo parents/carers should telephone or email the SENDCo.

10. LINKS WITH OTHER SCHOOLS; ARRANGEMENTS FOR TRANSITION

The school maintains links with feeder primary schools through the SENDCo who makes regular visits and gathers relevant information on students with SEND.

There are established procedures for passing on information when a student transfers to another school. The SENDCo maintains links with local colleges and offers advice on all Year 11 students with SEND.

The SENDCo works closely with the Careers Co-ordinator, Careers Advice Officer, Head of Sixth Form and the Pathways Service to ensure that students on the SEND register have access to appropriate advice.

11. 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.

12. STAFF DEVELOPMENT AND PARTNERSHIP

The SENDCo and Learning Support staff are happy to provide informal advice and guidance to students with SEND or on any aspect of its policy. Staff may request specific training at their Performance Management review.

Learning Support teachers and assistants will be given opportunities to attend courses of interest to themselves and the development of the department. Training for all teaching staff will be arranged when appropriate as part of In Service Training days.

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13. EVALUATION

The main points for evaluation of this policy will be:

- 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, pupils and parents/carers.
- Evidence of progress at EHCP Reviews and six monthly IEP 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.

14. COVID 19

The Government have acknowledged that our more complex and vulnerable students will require educational and care support within close contact; and they have asked schools to continue to provide this. The School have reviewed the guidance and risk assessed how Learning Support Assistants (LSA's) can provide this level of close contact care whilst working in a COVID safe environment. Under Government guidance educational professionals, including Learning Support Assistants, are not required to wear PPE, unless a student is presenting with COVID Symptoms or the use of PPE would have been normal practice. Instead, five key principles are being implemented to safeguard staff and students:

- 1) Social distancing
- 2) Limiting contact
- 3) Cleaning
- 4) Hand washing
- 5) Reduction of cohort mixing

How this will look in practice:

- 1) Social distancing – where possible LSA's will offer support at a social distance. If this cannot be maintained, LSA's will offer closer contact support that is not 'face to face' – standing behind or to the side of a student for example. If close contact support is required, social distancing will be maintained as soon as possible after.
- 2) Limiting contact – the LSA's will reduce the amount of time spent within close proximity to a student. They will not be sitting next to or sharing equipment.

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- 3) Cleaning – if supporting a student requires touching another's belongings, the use of antibacterial wipes will be required. Regular cleaning of desks, pens and similar items will be standard practice amongst the team.
- 4) Hand washing – if close contact care is required staff and students will be required to sanitise their hands.
- 5) Reduction of cohort mixing –the LSA's will be working within year group bubbles in order to provide closer contact support. Consequently, this will limit the number of support staff we have available in each year group. In turn, this will temporarily impact our whole school Learning Support provision within the classroom and reduce our capacity for 1:1 and small group interventions.

The above has been implemented in response to the current situation and will be reviewed and updated in line with Government guidance. These measures will reduce provision for non-ECHP students who the School have previously been able to assist. The School are investigating the other avenues of support that may be available and we will be in touch with families affected by this change as soon as practicable.

During these unprecedented times the School priority is to safeguard the wellbeing of all students and staff; and we hope to resume our normal level of support as soon as possible.

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