

# 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 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 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](mailto: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

<b>Miss Victoria Phillips</b> <b>LLB (Hons)</b> <b>PGCE</b> <b>PG Cert SENCo</b> <b>NPQSL</b>	<b>Special Educational Needs and Disability Coordinator/Head of Inclusion</b>
<b>Mrs Caroline Stuart BA (Hons)</b> <b>Level 5 Specialist Teacher</b>	Operational Special Educational Needs and Disability Coordinator / Level 5 Specialist Teacher of Special Educational Needs
<b>Mrs Lucy Mernagh</b> <b>BA Primary Education with QTS</b>	Head of Learning Support and Transition Teacher
<b>Mrs Michaela Matheson</b> <b>QTS</b> <b>Level 7 CPT3A</b>	Exam Access Arrangements Coordinator
<b>Mrs Karen Lampard</b> <b>NVQ3 Teaching and Learning</b>	SEND Data Coordinator
<b>Miss Tegan Jones</b> <b>BA Early Years and Psychology</b> <b>MSc Psychology</b> <b>MSc Attachment Theory, Research and Practice</b> <b>Level 5 Specialist Teacher</b>	Assistant Educational Psychologist /Level 5 Specific Learning Difficulties Tutor
<b>Mrs Deborah Belcher</b> <b>NVQ3 in Child Development and Learning</b> <b>TEFL</b>	EAL coordinator / Learning Support Assistant
<b>Mrs Emma Cobbett</b>	SALT Assistant/ Learning Support Assistant
<b>Miss Sarita Manning</b>	Learning Support Assistant
<b>Mrs Mair Kelly</b> <b>HND</b>	Learning Support Assistant
<b>Mrs Sarah Burrows</b>	Learning Support Assistant
<b>Miss Evie Godfrey</b>	Learning Support assistant
<b>Mrs Salwa Chehab</b>	ELSA / Learning Support assistant
<b>Mrs Justyna Mista-Slezak</b>	Learning Support Assistant
<b>Miss Lilay Allsopp</b>	Learning Support Assistant
<b>Miss Liberty Stratford-Bell</b>	Learning Support Assistant
<b>Mrs Laura Terry</b>	Learning Support Assistant
<b>Mrs Catherine Touhy-Fowler</b>	Learning Support Assistant
<b>Mrs Claire Mansfield</b>	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

## GORDON'S SCHOOL

### POLICY

- 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.

#### 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 peers 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 Welfare Group after completing an Expression of Concern form. Following receipt of an Expression of Concern form the Welfare Group, comprising of both academic and pastoral senior leaders, will discuss the concerns raised and the next steps required. When required the SENDCo will advise staff of strategies and guidance on how to meet individual students' 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 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

## 5. SUPPORTING MEDICAL

The school with medical appropriately access to trips and physical with medical and where this is with its duties to adjustments under

Some may also needs and may brings together needs in special educational Code of Practice is

There is a Medical School doctor may **boarders** to medical problems Learning Support parental students to seek agencies, which Psychology Adolescent Mental Specialist Teachers Physical and Outreach

## 6. INCLUSIVE

Students with whole academic Gordon's; and fully integrated into hold positions of represent the areas including music and drama

## STUDENTS WITH CONDITIONS

recognises that students at conditions should be supported so they have full education, including school education. Some children conditions may be disabled case the school will comply make reasonable the Equality Act 2010.

have special educational have an EHCP, which health, and social care conjunction with their provision, where the SEND followed.

Centre on site and the refer **residential** specialists for help if affect their learning. The staff may also, with permission, refer advice from outside include the School Service, Child and Health Service, for Inclusive Practice, Sensory Support Service services.

## EDUCATION

SEND have access to the curriculum on offer at these students are also the life of the School and responsibility. Many School in a number of sport, outdoor activities, productions.

**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.

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



## **GORDON'S SCHOOL**

### **POLICY**

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](mailto: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 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.

## GORDON'S SCHOOL

### POLICY

- 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 2024*