

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:

- Children and Families Act 2014 (Part 3)
- SEND Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations 2014 (Section 49)
- Working Together to Safeguard Children 2018
- Statutory Guidance on Supporting Pupils with Medical Conditions 2015
- The Mental Capacity Act 2005 (where applicable)
- 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 is developed by the SEND Coordinator in collaboration with the Headteacher and is reviewed annually, incorporating the views of students with SEND and their parents/carers.

1. INTRODUCTION

This policy aligns with the SEND Code of Practice (2015) and sets out a graduated approach based on a continuum of need and provision.

A student has special educational needs and/or disabilities (SEND) if they:

- Require special educational provision beyond standard differentiation.
- Have significantly greater difficulty in learning compared to peers.
- Have a disability that hinders access to standard educational facilities.

The School's Governing Body adheres to the Equality Act 2010 and the SEND Regulations 2014, ensuring accessibility through ongoing improvements and adjustments.

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**

- Ensure early identification of SEND through a Graduated Response.
- Deliver high-quality teaching differentiated to meet individual needs.
- Provide targeted intervention and support through a whole-school approach.
- Ensure all staff are trained in inclusive teaching strategies.
- 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.
- Maintain regular communication with parents/carers to promote a collaborative approach.
- Work with external agencies to provide specialist support.
- To help every student with SEND realise their full potential and to contribute to their well-being.

3. SEND SUPPORT TEAM

The School's Special Educational Needs and Disability Coordinator (SENDCo) is Miss Victoria Phillips, who collaborates closely with both the Pastoral and Curriculum Deputy Heads. She can be contacted at vphillips@gordons.school.

➤ **The SEN Team also includes:**

Mrs Lucy Mernagh – Line Manager of the Learning Support Department, overseeing provision for Years 7 and 8.

Mrs Caroline Student – Operational SENDCo, supporting provision for Years 9–13.

➤ **Additionally, the team comprises:**

- Level 5 and 7 Specialist Teachers
- Learning Support Assistants (LSAs)
- Exam Access Arrangements Coordinator
- Assistant Educational Psychologist
- English as an Additional Language Coordinator

GORDON'S SCHOOL

POLICY

➤ **Responsibilities of the SEND Team:**

- Implementing Student Support Plans (SSPs) and Education, Health and Care Plans (EHCPs).
- Maintaining accurate records and tracking student progress.
- Communicating regularly with parents/carers.
- Liaising with external agencies and professionals to provide informed support.
- Advising and supporting teachers in implementing effective strategies.
- Conducting observations to assess student needs.
- Managing the day-to-day operation of the school's SEND policy.
- Providing guidance to class teachers on meeting diverse learning needs.

4. ASSESS – PLAN – DO- REVIEW

Our school follows a structured Assess-Plan-Do-Review (APDR) cycle to ensure that students with Special Educational Needs (SEN) receive targeted and effective support. This cyclical approach ensures that interventions and strategies are evidence-based, responsive to individual needs, and regularly reviewed for effectiveness.

➤ **Assess**

Assessment is the first step in identifying and understanding a student's needs. This involves:

- Gathering information upon admission to ensure a student's transition is supportive.
- Formal assessments: MIDYIS, YELLIS, Psychometric Assessments, Reading Assessments.
- Informal assessments: observations, verbal feedback, classroom monitoring, book and folder checks.
- Data monitoring: termly attainment, effort, behaviour and attendance monitoring.
- House and Teaching staff Expression of Concern Form to be completed if they have an academic, pastoral or behaviour concern for a student (not for Safeguarding).
- Internal student focused meetings:
 - Welfare meeting takes place weekly and all students of academic or pastoral concern are discussed. Expression of Concern forms are discussed within this meeting.
 - The SEN Team meets fortnightly with HoK's to focus on specific student support.
- Communication pathway for parents/carers: Head of House or Head of KeyStage
- Communication pathway for students: any trusted adult, who can then refer via an Expression of Concern Form, or direct to the necessary staff member.

➤ **Plan**

Following assessment, a tailored plan is developed to address the student's needs. This includes:

- Organisation of student support via Wave 1 or Wave 2: refer to the SEND Provision Map on the school's website.
- Communication home to parent/carer regarding the support, via HoK, Intervention Lead or SEN Team.
- Student informed of support.
- School staff: identifying appropriate support strategies, interventions, and resources.
- Allocating responsibilities among staff, including the SENCO, teaching staff, and support staff.
- Communicating the plan with parents/carers and ensuring student involvement in decision-making.

GORDON'S SCHOOL

POLICY

A student is placed on either our Student Monitoring List or SEN Register, dependent on need:

- Student monitoring: consistent Wave 1 support with minimal impact, or initial Wave 2 targeted support to boost progress. Student overview of need and support strategies are shared with all house and teaching teams.
- SEN Register: escalation from Student Monitoring, identifies that longer term targeted or specialised support is required. Parents and student attend an initial meeting, and a Student Support Plan is created.

➤ Do

The planned interventions and strategies are implemented:

- House and teaching teams implement the suggested support strategies.
- Appropriately trained staff deliver targeted or specialised interventions.
- Student attendance and engagement within sessions is regularly monitored.
- Weekly session logs are recorded on BromCom or CPOMs (Wave 2)

➤ Review

The effectiveness of our targeted the support is reviewed termly, or sooner if required, to ensure progress and adjust strategies as needed. This includes:

- Pre and Post intervention assessments.
- Student voice captured at mid-point and end of term review, on SSP.
- Analysing progress data and comparing it against set targets.
- Refining interventions or escalating support if progress is insufficient.
- Ensuring that all stakeholders provide feedback to inform the next cycle of APDR.
- Feedbacking to parents via telephone, email or meeting dependent on individual student.

By following this structured approach, our school ensures that students with SEN receive the support they need to thrive academically, socially, and emotionally. The APDR cycle remains a core part of our commitment to inclusive education and continuous improvement.

5. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be appropriately supported 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 if medical needs affect their learning. The SEN Team may also, with parental permission, refer students to seek advice from outside agencies, which include the School Psychology Service, Child

GORDON'S SCHOOL

POLICY

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.

Students are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by an Intervention Lead/Learning Support Assistant. Please refer to the School's Provision Map.

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 spring term prior to their autumn admission deadline.

Parents/carers should contact Mrs Teresa Harrison: Registrar@GVAS.onmicrosoft.com

8. SUPPORTING PARENTS/CARERS AND STUDENTS

The Code of Practice 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).

GORDON'S SCHOOL

POLICY

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
March 2025*