



SEND INFORMATION REPORT GUILDFORD COUNTY SCHOOL

– Give – Create – Succeed –

Contents

1. Aims
2. Definitions
3. Legislation, guidance and report informaton
4. Roles and responsibilities.....
5. Monitoring arrangements
6. Links with other policies and documents

'Integrity and Respect' underpin our entire philosophy. A school community motivated by integrity and embodying a true understanding of respect and care for others is a successful school.

1. AIMS:

1.1 Our Vision and Values

'Guildford County School values and promotes excellence and recognises different kinds of success. We appreciate individual difference, foster respect, promote tolerance, encourage warm relationships and provide a place for all. Through providing opportunities for everyone to give and achieve we demonstrate our values of integrity, fairness and ethical conduct. We are creative, open to innovation and initiative; whilst remaining respectful of our traditions. We aim to affirm in everyone a sense of identity, confidence and community.'

Approved by: A Bosco-Reid

Date: 14/12/2020

Last reviewed on: 14th December 2020

Next review due by: 6th September 2021

<p>DIRECTOR OF SEND, (SENCO)</p> <p>Where children or parents have concerns, in the first instance they should contact the class teacher. The class teacher will inform the Inclusion Leader.</p> <p>Our SEND parent leaflet and SEND Policy outline our SEND support.</p>	<p>Mrs O Wernick</p>
<p>LOOKED AFTER CHILDREN'S COORDINATOR, (LAC)</p> <p>We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with Social Services and the Virtual School (as needed) to ensure the child's wider needs are being met.</p>	<p>Mr Jack Houghton</p>
<p>SENIOR LEADERSHIP SEND REPRESENTATIVE</p>	<p>Mrs Wernick, Director of SEND and Vulnerable Learners Lead, Mrs A Bosco-Reid, Deputy Headteacher</p>
<p>SEND GOVERNOR</p>	<p>Mrs Sarah Bohn</p>

SURREY LOCAL OFFER	Surrey Local Offer Website: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page
WHOLE SCHOOL PROVISION	Provision map by areas of need

2. DEFINITIONS

2.1 Definition of Special Educational Needs at Guildford County School we use the definition for Special Educational Needs and disability (SEND) from the Special Educational Needs and Disabilities Code of Practice (2014).

This states: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from, that made generally for others of the same age in a mainstream setting. Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

2.2 Special Educational Needs and Disabilities Provision falls under four broad areas:

Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different with one, some or all of the different aspects of speech, language or social communication occurring at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more particular aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or

disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Good behaviour is a prerequisite of good teaching and learning and a safe and secure environment. Students at Guildford County are expected to display high standards of behaviour and take increasing responsibility for self-discipline. Details of policies and procedures for the management of behaviour can be found in the Behaviour Policy Procedures under Information / Policies on the school website. Behavioural difficulties do not necessarily mean that a young person has a SEN and do not automatically lead to being registered as having SEN.

Sensory and/or Physical: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. At Guildford County School, we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of arrangements we will put in place to address those needs.

3. LEGISLATION, GUIDANCE AND REPORT INFORMATION:

3.1 Send Support for Students at Guildford County School:

Guildford County School is a mainstream academy. An academy is a state-funded, community school serving local residents, providing free education for students of all abilities. We are an inclusive setting that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010). Having identified needs, we seek to match provision to need. Our Director of Special Educational Needs and Disabilities monitors the impact of interventions through regular meetings and tracking of pupil progress and shares this information with Governors and the of the Leadership Team. Should additional support be needed, we use a number of in class support strategies and evidenced based interventions across the school, depending on need. Please view our Provision Maps for further information.

3.2 Send Policy and Information

The school has a SEND policy which can be found on the school website. The school telephone number is 01483 504089. The Director of SEND and SENCO is Mrs Wernick who

can be contacted via the school reception. Our Inclusion Leader and class teachers track pupil progress on a termly basis. We track the progress of all our learners and as professionals, we regularly discuss any concerns we have as well as celebrate achievement. We have robust systems in place and use data to support tracking and identifying needs. Parents who have concerns about their children are encouraged to speak to their class teacher, Form Tutor or Head of House who will then pass this information on to the SENCO. The SENCO will also sometimes meet with parents, via prior appointment. This can be made through the school office.

3.3 Identification of SEND

We identify SEND needs in children in the following ways:

- Observations and assessments in class setting.
- Parental and teacher discussion. □ Termly reports.
- Specialist software to assess pupils' needs.
- Class teacher concerns discussed with SENCO.
- On-going observations and assessment, checking against age related expectations. □ Support and advice from outside professionals (with parent/carer consent).

As a staff, we meet regularly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs.

The school operates a regular four-part cycle in order to identify children who may have special educational needs. This is through the process of:

- Assess (the child's needs)
- Plan (support)
- Do (interventions/actions)
- Review (outcomes)

This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

- Teaching staff will provide differentiated expectations and good quality personalised teaching for all students. This is the first step to responding to students who may have SEN.
- Teaching staff are responsible for the progress and development of the students in their class including where support is accessed from teaching assistants or specialist staff.
- Progress and outcomes for all students are monitored regularly using in-school tracking systems and monitoring by teaching staff and Heads of House and the SEND Department. Concerns about progress should be shared with the SEND Department.
- CPL and training is provided to all staff throughout the school year, providing strategies for support and improved understanding of identified areas of SEN.

At Guildford County School, all teaching staff are responsible for applying a 'Graduated Response' when a student fails to make the expected progress.

- **1st response;** if expected progress has not been made by a student, the **member of teaching staff** implements a planned provision. Parents and students are expected to be involved in the planning and review of the provision. If no further progress has been made at the first review of the planned provision, the member of teaching staff is responsible for moving the provision to a 2nd response.
- **2nd response;** the member of teaching staff works with the **HoH or AHoH** to plan and provide a provision to support the progress of a particular student. Parents and students are expected to be involved in the planning and review of the provision. If no further progress has been made at the review, the HOH or DHoH is responsible for moving the provision to a 3rd response.
- **3rd response:** the HoH or DHoH will involve the **Director of SEND**. The HoH or DHoH will make a referral to the director of SEND with the support of the student's parents or carers with supporting evidence.

3.4 Parent and Carer Involvement in SEND

At Guildford County School we have a policy where parents are invited to come in and speak to students' Heads of House or Form Tutors should they have concerns about the overall progress of their child via appointment. We believe in developing strong home – school links. Where SEND needs have been identified, support is recorded within the SEND Support Arrangements. This document is developed through a cycle of reviews and starts with a one page profile for the student.

- Parents contribute to reviews and where needed, the reviews will be established more frequently. In addition, pupils with a Statement of Special Educational Need or Education Health Care Plan (EHCP) will attend an Annual Review. The school also has a regular reporting cycle where parents are informed of progress. All pupils are set targets or next steps. Three or four times per year, parents will receive a full report on their child's progress. At parents' evenings, families are able to come in to school in order to discuss how they can support learning and progress.
- We have a parent teacher association (PTA) where parents can become involved in school life, we encourage all families to join this group. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.
- We host a number of curriculum events to help families understand what learning is expected and how they can best support their child's needs. We believe in partnering with parents to support a child's learning.

We encourage parental support through:

- Regular assessment
- Pupil achievement and progress shared at parents' evenings
- Planners and contact books
- A SEND Information Evening
- Individual Education Plans (IEPs) shared with parents
- Pastoral Support Programme

- Teacher contactable through phone calls and emails (after school)
- Termly reports
- Parents' evenings
- SEND Coffee Mornings

3.5 Pupil Involvement in SEND

Every child is unique, many children and young people will have SEND of some kind at some time during their education. Some children and young people will need extra help for some or all of their time in education and training.

Our SENCO and class teachers, through regular progress reviews, seek to identify children making less than expected progress given their age and individual circumstances, or who are not engaging in their learning. Parents are invited to share any concerns with staff. We aim to identify reasons why a pupil may be struggling with their learning. With teacher and parental discussion (and pupil discussion where possible) additional intervention will be provided if it is felt that a child may have special educational needs. These needs may be identified using a range of in house assessments and observations, or outside professionals may also be involved. This is always with parental consent. Children and their families are fully involved and encouraged in establishing this support.

3.6 Transfer and Access Arrangements between Phases of Education for Students with SEND

Induction is important to us and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting. Each year we have an induction programme for all students new to Guildford County in September. As part of this process we include:

- Consultation with parents and carers about students' needs and interests
- Induction meeting or telephone call and assembly held for new pupils and/or parents
- Information about pupils gathered from primary schools to ensure we are fully prepared to meet their needs the following year.

For children with complex needs, a transition review with parents and agencies involved is established to ensure a smooth transition. A transition plan is then agreed together. The SENCO is in regular contact with neighbouring educational settings and works closely with the other SENCOs in the area.

When children transition between classes within Guildford County School:

- Handover meetings are held between relevant Heads of House and Form Tutors at the end of the academic year.

When pupils transition between secondary schools:

- If a child enters our school at the start or midway through the academic year from another school then a transfer meeting will take place over the phone or in person. Files will be transferred between schools to ensure information is shared.
- A meeting will be arranged with the parents/carers, the Director of SEND or SEND team Leader, Head of House or Form Tutor to discuss the needs of the child and the provision required. • If needed, the child may have a period of transition to ensure they settle well.

- The Director of SEND or SEND Team Leader will then make contact with the external agencies involved (if applicable) to ensure support continues in our setting.

When pupils transition to colleges or education that takes place after GCSEs:

- Receiving colleges and sixth form schools come in to meet with current pupils and staff in summer term or a transition meeting is held over the phone.
- SEND needs are discussed between the SENCO and the receiving SENCO.
- Additional transition days/meetings may be held deepening on the needs of the child.

3.7 Teaching Students with SEND

The Leadership Team and Extended Leadership Team lead on inclusive practice. The SENCO, Head of Heads of House and Leadership Team review a child's progress if they are on the SEND register and identify any additional support needed.

At Guildford County School we recognise that the quality of teaching within the classroom is the greatest influence over children's progress and we therefore invest in training to ensure our classrooms are an inclusive place to be. We adopt a graduated approach to meeting the needs of all pupils through Quality First Teaching and our staff make reasonable adjustments to help include all children, not just those with SEND. For example, visual signs, symbols and timetables are provided throughout the school and all staff are encouraged to use communication friendly strategies.

3.8 How we adapt the Curriculum and Learning Environment for Pupils with SEND

At Guildford County School, we aim to provide a curriculum to meet the needs of all learners. Reasonable adjustments are made to accommodate all learning styles in order to include the visual, aural and kinaesthetic learner. Staff differentiate the pupils' work and resources so as to support access to the curriculum. In addition, we liaise with external agencies such as speech therapists to deliver individual programmes of support in school, as recommended by the multi-professionals with whom we work.

Lesson observations by senior staff ensure the school continues to develop its inclusive ethos and training needs are identified from these observations. Our Whole School Provision Map identifies the support available within the school at a whole class and individual level. We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.

3.9 Inclusion of Pupils in School Life

Guildford County School Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Different steps are taken to prevent children with SEND being treated less favourably than other children and some examples of these are:

- Regular PSHE lessons celebrating and recognising differences during form time and assemblies to enhance understanding of difference
- Promotion of SEND awareness

- Celebration and recognition of all achievements in form time, lessons and assemblies
- Effective differentiation in the classroom
- Practical and hands on learning opportunities
- Enrichment opportunities

As needed, additional staff accompany school trips so that learners with SEND can attend. Risk assessments are completed to ensure all reasonable adjustments are provided which will enable individual needs to be catered for on a trip. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.

Details of Admissions Policies for Students with SEND can be found via the School Admissions Policy which is available at:

<https://guildfordcounty.s3.amazonaws.com/uploads/document/Admissions-Policy-2019-20.pdf?t=1575372789?ts=1575372789>

3.10 Involvement from Other Professionals in Support students with SEND and their Families

When a pupil has specific needs, further to their educational needs, we may ask for the support and advice of outside professionals. In these cases, parents and young people will be consulted and consent sought so that agencies are able to work in supporting the overall development of the young person. Parents are invited to attend meetings with the professionals, where relevant. We have established relationships with and work collaboratively with external partners to improve the outcomes for all pupils. These include:

- Educational Psychology and Specialist Teacher Support (Learning and Language Support & Behaviour Support)
- Speech and Language Therapy
- Occupational Therapy
- Hearing Support
- Vision Support
- School Nurse
- Physical and Sensory Support
- Family Support Worker
- Child and Adolescent Mental Health Services (CAMHS)

3.11 Support for Improving Emotional and Social Development

Every learner has a named professional they can talk to, should the need arise. For the majority of our children, this will be their Form Tutor and/or Head of House. A whole school positive pupil attitude is encouraged through the school ethos which is: "Give – Create – Succeed". Further positive pupil attitudes are promoted through a whole school rewards system. Students have regular lessons and discussions encouraging personal, social and emotional development.

The school has an Educational Welfare officer and Home School Link Worker who will meet with parents and pupils in the home and subsequently in school where necessary to discuss any serious concerns which we feel need further specialist help.

Anti-bullying and E-Safety lessons are taught each term, as relevant to the children's age. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. If parents have concerns, in the first instance they can talk with the class teacher. Our anti bullying parents leaflet outlines this support.

3.12 Staff Training and SEND and Specialist Outside Support

Our staff receive regular training and our teachers hold Qualified Teaching Status or are working towards this. Several members of staff have additional training qualifications in specialist areas. The SENCO has worked previously in a Special Educational Needs School specialising in Autism and has the NA SENCO qualification and is currently studying for a Certificate of Competence in Educational Testing. In addition, Guildford County's HLTA specialises in Exam Access Arrangements.

We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. We have a good working relationship with many specialists from outside agencies and encourage their involvement with students that need more support. Currently we have regular contact with teams from:

- Educational Psychology and Specialist Teacher Support (Learning and Language Support)
- Behaviour Support
- Speech and Language Therapy
- Occupational Therapy
- Hearing Support
- Vision Support
- Physical and Sensory Support
- Family Support Worker
- Child and Adolescent Mental Health Services (CAMHS)

We access specialist support from Surrey County Council. This support is usually based on where a pupil lives or is registered with the GP. Some services are not as accessible to us.

3.13 Arrangements for Handling Complaints of Children with SEND Concerning SEND Provision:

The Director of SEND at the school is Mrs Wernick: owernick@guildfordcounty.co.uk

In the first instance, if a parent has a concern they are encouraged to speak to the Form Tutor or Head of House. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the concern and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

Further information about SEND can be found on the School website.

Further information on the Local Authority's Local Offer can be found at:

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

4. ROLES AND RESPONSIBILITIES:

4.1 The Director of SEND/SENCo and SEND Team

SENCo and SEND Team will:

- Work with the Head of School and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head of School and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Head of School and SENCO to determine the strategic development of the SEN policy and provision in the school

The Executive Headteacher/Head of School

The Head of School will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

5. MONITORING AND ASSESSMENT

5.1 Arrangements for Assessing and Reviewing Students' Progress towards Outcomes

We hope to share Pupil Profiles with families, detailing the support provided for students in lessons. Children's attainment and progress is shared with parents regularly and a comparison against target grades and expectations is given. Some students will also have an Individual Education Plan to support their progress.

Throughout our 'Assess, Plan, Do and Review' cycle, we will look at the actions needed to support each child in achieving their full potential. Throughout this process, we will begin or add to the child's pathway plan and, as appropriate, seek the support of external agencies including; CAMHS, Educational Psychologists, Behaviour Support Service, Speech and Language Therapy, Occupational Therapists and Learning and Language Support. This support is only sought after agreement with parents and carers.

5.2 Evaluating the Effectiveness of Provisions Made of Pupils with SEND

We ensure that resources and interventions to support the children's learning are available within an allocated budget and are detailed on a pupil's Individual Educational Plan and/or Pupil Profile.

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. The SENCO and SEND Team Leader carry out Learning Walks which include reviewing how provision is delivered. Our budget is allocated according to our provision management and is therefore carefully aligned to individual needs and our School Development Plan.

Some of the funding the school receives may go towards staff training so that in-house provision is more targeted at the needs of our current cohort of students.

Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving

to be effective both in terms of the time spent on them and the finance used in providing the intervention and the progress students' make.

Each year, we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to which interventions need to be put in place to support pupil progress.

6. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives