



Guildford County School

Special Educational Needs and Disabilities (SEND) Policy

Policy Review

This policy was adopted September 2019 and reviewed in September 2020
It will be reviewed September 2022 by the Impact Committee - Guildford County School
Local Governing Body

Guildford County School

Special Educational Needs and Disabilities Policy

Guildford County School Mission Statement

'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.'

Guildford County 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.

At Guildford County School every teacher can be a teacher for every student including those with Special Educational Needs and Disabilities.

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:

SEND: 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 that 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 SEND 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'**.

Key Roles and Responsibilities

The Director of Special Educational Needs and Disabilities (SEND) has day – to – day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual students with

SEND, including those who have an Educational Health and Care Plan (EHC Plan). Part of the role of the Director of SEND is to co-ordinate arrangements with the subject teacher/tutor/Head of House/Key Stage Leader and other relevant staff regarding those students with SEND.

Director of SEND: Mrs Olivia Wernick (Maternity leave)

Consultant SENDco: Ms Sara Alston: Contact salston@athenaschools.co.uk

SENDco Assistant and Exam Access Administrator : Mrs Anna Marshall

Contact Details: owernick@guildfordcounty.co.uk / amarshall@guildfordcounty.co.uk

Senior Leadership Team (LMT) Member: The LMT champion for SEND is Mrs Antonella Bosco-Reid and Mrs Olivia Wernick is also part of LMT as of 2019.

SEND Teacher (part time): Mr James Anthony

SEND Support Team Leader and Higher Level Teaching Assistant:
Mrs Alison Taylor

Teaching Assistants

Mrs Karen Hallett
Ms Rachel Morris
Ms Claire Firman
Ms Sabine Rashbrook
Mrs Sam Strudwick
Miss Rebekah Harrington
Ms Meg Buczek
Mrs Natalie Cooper
Mr Oliver Faulkner

Designated Teacher with specific Safeguarding responsibility; Helen Nurton (whilst Jo Cole on maternity leave)

Member of staff responsible for managing Pupil Premium / Looked After Children funding: Mr Jack Houghton

Member of staff responsible for managing needs for students with medical needs: Mrs Olivia Wernick

Introduction

This policy reflects the changes to the statutory guidance following the SEND Reforms of the 2014 Special Education Needs and Disability code of practice 0-25 years (July 2014). The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

How can parents/carers access this policy?

Parents/carers can obtain a copy of this policy in a number of ways:

- The school website under Information – Policies
- A hard copy on request at the school office

Please let the school know if you need this policy to be made available to you in a different format e.g. enlarged font.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act for Schools 2010: advice for schools DfE Feb 2013
- Schools SEND information Report Regulations (2014) see Guildford County School's SEND Information Report here (formerly called response to 14 questions)

http://www.guildfordcounty.co.uk/uploads/asset_file/3_0_guildford-county-school-response-to-14-questions.pdf

- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 3 and 4 December 2014
- Guildford County School Safeguarding Policy

http://www.guildfordcounty.co.uk/uploads/document/2_0_child-protection-safeguarding-policy-april-2014-final.pdf

- Teachers Standards 2012

Aims and Objectives

Aims

- At Guildford County School all students, regardless of their particular needs, are provided with inclusive Quality First 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
- Planning for SEND students will involve students and parents/carers in decision making and be individually designed
- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to provide students with the SEND support they need
- Appropriately ambitious educational and wider outcomes will be set for students together with parents/carers and with the student
- We want to enable students to make the best possible progress, to increase their independence, and to make a successful transition on to the next phase of their educational journey and into adulthood
- We want the students who are most in need to receive the best available expert support

Objectives

- Ensure that disadvantaged pupils and those who have special educational needs and/or disabilities make as strong progress from their starting points as other pupils in the school
- Ensure that students make greater progress by planning lessons with clear consideration of student abilities
- Progress measurement comparisons between subjects and groups of students are to be as narrow as possible using a variety of measures
- Progress & attainment gaps between Special Educational Needs and Disabilities, Pupil Premium & prior low attaining groups are halved in comparison to the whole school and exceed the National Average
- Utilise our meetings & CPL structure to improve learning, training and deliver bespoke, personalised CPL, which is staff led and responds to need

Identification of Needs

At Guildford County School we will identify the needs of each individual, which are broader than just the special educational needs of the young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

The school will identify students with SEND within the approach used to monitor all students.

Special educational needs and provision fall 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 or Whole School Provision Map.

Behavioural difficulties do not necessarily mean that a young person has a SEND and do not automatically lead to being registered as having SEND.

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.

A Graduated Approach to SEND support

SEND 14 is a whole school approach

How does the school decide whether to make special educational provision?

The school will employ the model recommended in the SEND 0 – 25 code of practice (below) and the SEND referral pathway can be seen on the following page:

All teaching staff are responsible for providing Quality First Teaching to every student at the school.

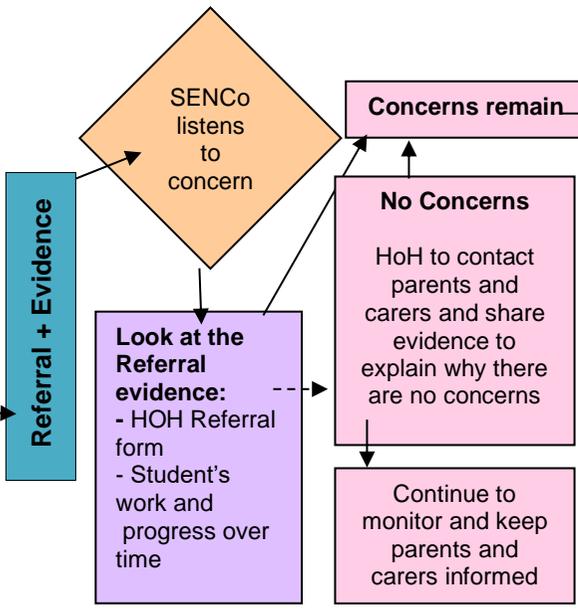
- Teaching staff will provide differentiated expectations and Quality First Teaching for all students. This is the first step to responding to students who may have SEND.
- Teaching staff are responsible for the progress and development of the students in their class including where support is accessed 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.
- Additional intervention and support is provided in addition to Quality First Teaching.
- Specialised training is provided to all staff throughout the school year via a series of workshops, which offer strategies for support and improved understanding of identified areas of SEND.

Concerns raised by Teacher/TA to Form Tutor/HoH/Parent or Carer:

1st response; if expected progress has not been made; **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 move to **2nd response**.

2nd response; the member of teaching staff works with the **HoH or DHoH** to plan and provide a provision to support the progress. Parents and students are expected to be involved in the planning and review. 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 make a referral to the director of SEND with the support of the student's parents or carers.



Wave One High Quality Teaching

Plan for Wave One High Quality teaching and differentiation:

- SENCo to add to SEND Register/Support or differentiate and monitor student's response to support.
- Differentiation/Teacher planning – Pupil Passport to be completed and shared with Teachers.
- Exam Access Arrangements.
- Wave One Support to be put into place.

ASSESS, PLAN, DO, REVIEW...

Assess again at HoH and SENCo termly meeting:

Form Tutor and HoH to plan next step with support of SENCo if concerns remain.

If concerns remain, Wave Two, small group intervention may begin if:

- HoH/Form Tutor has gathered evidence that high Quality teaching has not made any difference and concerns remain.

Wave Two Small Group SEN Interventions

These will be incorporated into an SEND Student One Page Profile:

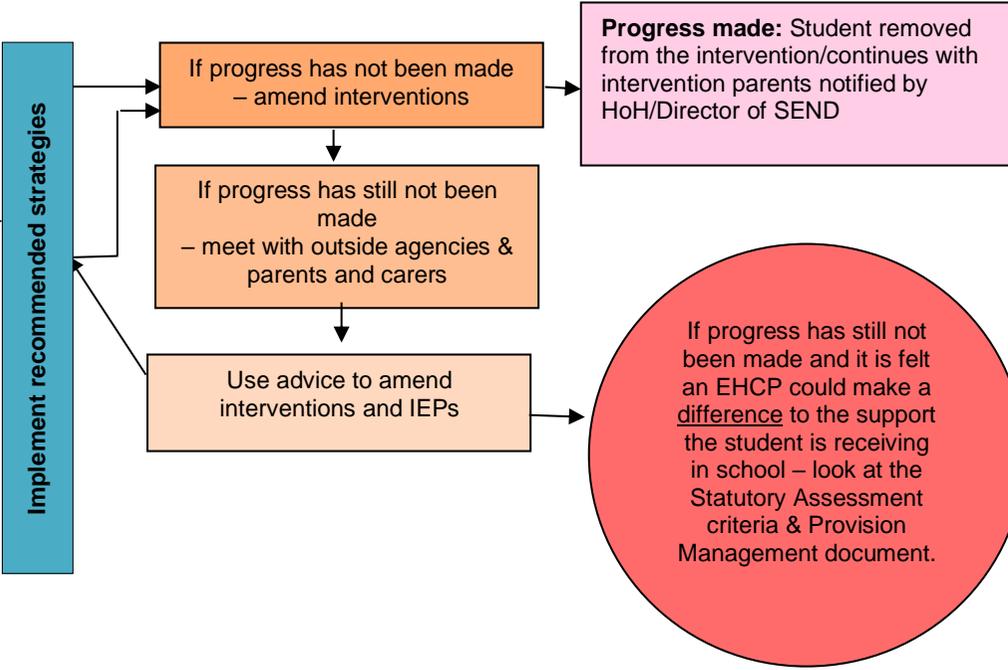
- Wave Two small group intervention
- Enhanced One Page Profile
- Intervention groups
- Exam Access Arrangements.
- Involvement of External Agencies

Then: ASSESS, PLAN, DO, REVIEW...

Wave Three Intervention: This is highly personalised one to one support

- One to one work with LSAs/HLTAs/Teachers
- Involvement of External Agencies
- Personalised timetable etc

ASSESS, PLAN, DO, REVIEW...



Parents or cares notified of the intervention(s) and reviewed termly

Progress NOT made, reviewed at HoH and SENCo meeting

Progress made: Student removed from the intervention parents or carers notified by HoH/may continue intervention

The school will follow the 'plan, do, review approach', set out in the SEND Code of Practice 2014 and illustrated in 'A Guide to SEND 14', SEND Surrey (new.surreycc.gov.uk/_data/assets/pdf_file/0020/16850/Guide-to-Surrey-SEND.pdf) and shown below.

How does the school decide whether to make special educational provision?

Any decision to provide special educational provision will involve subject staff working with the Director of SEND, the student and parents/carers.

Before this happens, staff and the Director of SEND will have looked at the school tracking systems with the Head of House/tutor and considered student progress based on their age and starting point. The school will also have looked at national data and expectations of progress.

This will include:

- accurate formative assessment
- MIDYiS scores
- School-based assessments
- internal staff moderation of progress
- provision management outcomes
- reports and findings from external agencies

Where students are known to have a higher level of need, the SEND Department will work with other specialist professionals and agencies to assess the level of SEND provision required. The school is currently working with the following professional groups: Education Psychology, Learning and Language Support Service, Developmental Paediatrician, Occupational Therapy, Speech and Language Therapy, Access to Education (medical), Child and Adolescent Mental Health Service, Autism Outreach Service and Advisory Teachers of hearing and Visual Impairment. Other services can also be accessed in support of a student's individual needs.

Where students transfer into the school having already received special educational provision, Guildford County School will work with feeder schools, parents/carers and additional professional groups to identify and agree the level of provision required.

How is the decision made to place students on the SEND register?

When a student is placed on the SEND register, they will receive SEND Support. **SEND support means that a student is receiving support that is different to that offered to the majority of students in the school.**

The school has tracking systems in place to ensure that student progress and development is carefully monitored in line with the predicted expectations for that individual student, as well as progress compared to their peers and national expectations.

The school will take into account the views and experience of parents/carers and the student.

In some cases the school will use the reports and assessments of other professional groups for guidance.

Plan Where SEND support is required, a relevant member of school staff and the Director of SEND with the parent/carer and student, will put together a plan outlining the adjustments, interventions or support to be put in place for the students as well as the expected progress, including a date when the intervention will be reviewed. Staff who work with the student will be made aware of the plan. Parents/carers will be asked to share in the monitoring of the progress at home.

Do Subject teachers are responsible for working with the student on a daily basis. They will liaise with teaching assistants and specialist staff who provide the support set out in the plan and monitor the progress being made. The Director of SEND will provide support and guidance for staff.

Review Plans will be reviewed at an agreed date by the relevant member of staff, Director of SEND, parents/carers and student. The review will inform the planning of the next steps for a further period or, if successful, the removal of the student from SEN Support.

For students with an Education Health and Care Plan, the School must review the plan annually and share the information with the student, parents/carers and the Local Authority.

SEND Support

SEND support may take many forms. This might include:

Wave 1 - Quality First Classroom Teaching available to all children broad and balanced curriculum differentiated planning, delivery and outcomes.	
	Teaching to accommodate all learning styles and Special Educational Needs and Disabilities.
	All pupils have "Minimum Expected Grades"/target grades.
	Assessment for Learning through whole school data collection analysed by Heads of Subject, Form Tutors and Heads of House to identify those who may be struggling.
	Opportunities for staff CPL regarding SEND Support.
	Challenges for more able pupils in addition/choice of tasks in lessons.
	Social, Cultural Moral and Emotional opportunities for learning across the curriculum.
	Guided options process for choosing future subject options.
	Eight English and Maths lessons per fortnight designed to target pupils' areas of weakness.
	Year 11 Mentors (year seven students only).
	Use of learning walls and interactive displays.
	Regular homework reviews.
	Enrichment days.
	Use of visual modelling and resources to support understanding.
	Regular opportunities for contact with parents and carers.
	Home/school communication through contact homework diaries/planners, parents' and carers' evening.
	On-going formative assessments to identify learning and support next steps.
	Use of feedback when marking work and identifying clear next steps.
	Opportunities for self-assessment and reflection responding to teacher feedback.
	Heads of House, Assistant Heads of House and Form Tutors provide a key adult worker for all students.
	House competitions.
	Staff coaching and mentoring to support pupils' learning.
	School council representatives and responsibilities.
	Access to a wide range of lunch time and after school clubs.
	Residential trips across all year groups.
	School-based reward systems: House points, Head Teacher's certificates, and termly rewards.
	Whole school behaviour policy.
	Word of the week to enhance learning.
	Prefect team to support students.
	Mock examinations.
	Relaxation Club.
	Homework club.

	In English, Maths and Science, students are in ability-based sets to support learning.
	Student planners.
	Access to ICT equipment including interactive whiteboards, ICT suite, laptops and ipads.
	One Page Profile detailing students' needs shared with teaching staff.
Wave 2 - Additional Small Group Intervention Class Teacher and Teaching Assistant Focus Groups additional Form Tutor, Assistant Head of House or Head of House Support/ Exam Access Arrangements	
	Pupil Passport detailing student's needs.
	Exam Access Arrangements.
	Tutor one to one meetings.
	English as an Additional Language Support.
	Additional reading support.
	Learning buddy in certain lessons.
	Additional Maths small group support.
	Additional English small group support.
	Personal laptop in class to support recording of some written work.
	Small group social skills support.
	Form Tutor report to support positive behaviour and Assistant Head of House Reports or Head of House Report.
	Power Points or learning objectives printed for lessons.
	Emotional Support Groups.
	Planning for transition from one key stage to another.
	Small Group Reading.
	Work from SENCo meeting with primary schools and Heads of House planning ahead for the following year.
	Peer mentoring.
	Exam Access Arrangements.
	Small Group Wellbeing Support.
	Year 11 Mentors (year seven students only).
	Break and Lunch Time Support Group in SEND/Homework Club.
	Access to equipment to support with attention and focus such as sit and move cushion, chewy tubes, fiddle toy.
	Small Group Touch Typing.
	Individual Education Plan.
Wave 3 – Highly Personalised Individual Support to Meet Individual Needs	
	Support from TA in class and/or to deliver interventions.
	Mentoring by Senior Leadership Team.
	Behaviour Support Service.
	Input from specialist learning and language support service.
	Individual timetable, visual resources, task boards and mind maps.
	One to one wellbeing support.
	Reasonable adjustments for personalised needs.
	Individual reward system.
	Youth Worker.
	Home School Link Worker.

Exam Access Arrangements.
Spotlight Programme for Year 11.
Individual Education Plan.
Involvement of a Speech and Language Therapist provided by the Local Authority.
Physical/Sensory Additional support provided by the Local Authority.
Access to specialist equipment as needed.
Bespoke timetable for an extremely high level of need.
Pastoral Support Programme.
One to one mentoring.
One to one reading.
Head of House Reports/Head of Head of House Report/ Leadership Team Report.
Planning for transition from one key stage to another. Work from SENCo meeting with schools and Heads of House planning ahead for the following year.
External Mentors.
Exit Card/Time Out Card.
One to One Speech and Language Therapy Support Lessons.
Access to External Agency: Educational Psychologist Support for extremely high levels of needs. The EP usually works with two to three students per academic year who have an extremely high level of need.
Referral to Childhood, Adolescent and Mental Health Services (CAMHS).
Work with the Education and Welfare Officer (EWO).
Autism Spectrum Disorder Outreach.
Visual and Hearing Impaired Support Service from an External Agency.
One to One ASDAN lesson.
Literacy and Language Support Service.
Work with Occupational Therapist from the Local Authority.

Pupil Passport Example SEND Register					
Name:	Example Pupil Passport	Year:	8	Form:	8W
House:	(Example)	HoH:	(Example)	Form Tutor:	(Example)
Exam Access Arrangements:	25% extra time Word Processor (Example)	Needs:	<ul style="list-style-type: none"> • Memory and retention • Fine Motor Skills difficulties (Dyspraxia) and focus • (Example) 		
IN SCHOOL, PLEASE SUPPORT ME BY:	<ul style="list-style-type: none"> • Giving me extra time to complete tasks. • Offering me printed notes rather than asking me to copy from the board. • Offering scaffolds for written work. • Keeping instructions simple and structured. • Agreeing a visual signal that helps me to refocus. • Allowing me to use a laptop. 				

- Supporting written tasks with key language list.
- Keep instructions simple and structured.
- (Example)

Managing the needs of students on the SEND Register

The Director of SEND is responsible for managing the SEND register, which is updated every Term, and for working with school staff, parents/carers and students to manage the Plan, Do, Review cycle.

Throughout the academic year Guildford County School will be working to establish new working practices in response any changes to SEND 14. The results of this work will be reported more fully in this section when the policy is next reviewed.

Additional Information for parents/carers and students.

Information can also be found in the following places:

- SEND Information Report and Provision Map can be found on the school website www.guildfordcounty.co.uk
- Surrey's Local Offer <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Special educational needs and disability code of practice www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Special educational needs and disability: a guide for parents and carers www.gov.uk/government/publications/send-guide-for-parents-and-carers
- Supporting students at school with medical conditions www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions
- Keeping children safe in education www.gov.uk/government/publications/keeping-children-sfae-in-education
- Surrey SEND Toolkit for Pathway and EHC plans

Supporting students at school with temporary or on-going medical conditions

Guildford County School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school will work with parents/carers and students and the relevant additional agencies to offer support within the guidelines set out by the following document: Supporting students at school with medical conditions. www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

Monitoring and evaluation of SEND

- The quality of SEND support offered is reviewed frequently to see that students are making the required progress.
- Students complete evaluation forms at the end of a period of SEND Support.
- The SEND Governor visits the department regularly throughout the year and reports back to the Governing Body.
- Link Management meetings held every other week provide regular communication between the LMT and SEND Department.

- The department reviews the nature of support offered yearly.
- The Director of SEND attends termly SENCo Network Meetings and other networks to develop awareness of the latest strategies and maintain best practice.

Training and development

- School staff receive training and regular updates via whole staff in service training (INSET) and Continuing Professional Development (CPL) training workshops.
- TAs receive training to support the development of relevant professional skills.
- The Director of SEND and some TAs contribute to the training of school-based staff and student teachers.
- The Director of SEND has postgraduate qualifications in the following: Supporting pupils with specific learning difficulties (dyslexia), Supporting pupils with speech and language difficulties and supporting pupils with autistic spectrum disorders.
- The Director of SEND and a TA train sixth form students who support the school's Paired Reading Programme.
- Guildford County School supports the training of new Teaching Assistants from the George Abbot Teaching School.

Reviewing the SEND Policy

In line with all school policies the SEND Policy will be kept under regular review.

It will next be reviewed in September 2020.

Comments, complements and complaints

- Please address any comments and compliments via email to the school: info@guildfordcounty.co.uk or to the Director of SEND.
- At Guildford County School we aim to resolve all concerns and grievances by informal means. It is our belief that only by working together to resolve issues and concerns will staff, parents and students succeed in bringing about the improvements in school life and education. Please see a copy of the school complaints policy on the school website for details of how to proceed: http://www.guildfordcounty.co.uk/uploads/document/Complaints_Policy_Procedure_March_2015.pdf