

**The Gatwick School**  
**Special Educational Needs and Disabilities (SEND) Policy**

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<b>Author</b>	<b>Headteacher</b>	<b>Interim Executive Board</b>	<b>Date</b>
Cassey Gaywood	David Marillat		October 2023

## **Introduction**

All students have the right to achieve their maximum academic and social potential. The SEN/D policy for The Gatwick School seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. At The Gatwick School we believe that all students have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure outstanding progress is made by all students.

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEND) and disabled children and young people.

The policy refers to the Children and Families Act (2014) and associated regulations. The associated regulations are:

- The Special Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

## **Definition of Special Educational Needs and Disabilities**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

We recognise that each young person's needs will vary and provide support for all students as individuals. Under the revised Code of Practice (2014), these needs are categorised into four key areas that may create barriers to learning:

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

We understand that a young person's needs might vary across all categories and so implement support to provide a holistic but targeted approach. A student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of students of the same age
- Have a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions within the local education authority.
- Students with specific learning difficulties who have difficulty acquiring specific literacy and numeracy skills, in relation to their cognitive ability
- Students who are highly able and need special provision within the curriculum to develop at their own pace
- Students with social, emotional and mental health difficulties who are hindered in their progress, academically and socially, due to these difficulties ▪ Students with physical or sensory impairment.
- Students with Speech and Language or other communication and interaction needs. ▪ Students with visual, hearing or other sensory impairments.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants. Occasionally, specialised training will be necessary to support the needs of a particular

student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Team, Language and Literacy Support Services, Autistic Spectrum Condition Support Service.

There is an expectation that staff who receive training will disseminate their knowledge to the others in their teams, to benefit all working in SEND.

Students with English as an additional language are not regarded as SEN, solely because the language or different form of language of their home is different from the language in which they will be taught. The Assistant Principal for SEN/D will work closely with the EAL co-ordinator and to organise the assessment of these students and will plan for their support. It is important to recognise that there may be an overlap in EAL and SEN needs and students will need careful assessment. This is tracked and monitored using assessments and specialist teacher support.

### **Aims and Objectives of Provision at The Gatwick School**

- To ensure that all teachers have the knowledge, skills and understanding to support students with learning differences in the short and long term as required.
- To ensure all staff are responsible for SEN/D support and that all teachers are teachers of SEN/D and differentiate effectively using Quality First teaching strategies.
- For the Academy to operate as a SEN/D friendly learning environment making provision through using a multi-sensory practice and pedagogy.
- For there to be focus on creating additional support in the mainstream classroom, through partnership teaching and support for learning.
- Ensure that students identified as having Special Educational Needs are promptly and accurately assessed and their needs addressed appropriately with a focus on outcomes.
- To target resources effectively using effective monitoring, evaluation and review and to ensure appropriate provision mapping and a graduated approach to SEN/D support.
- To monitor and evaluate progress of students with SEN/D and the impact of intervention through outcomes.
- To draw up Personal Learning Passports and negotiate/co-ordinate realistic targets for students with Education, Health and Care Plans (EHCPs) that contain clear advice and guidance and plans for support to enable students to make excellent progress.
- To draw up Personal Learning Passports for targeted students at SEN/D support level to give advice and guidance to teachers on working with the students and planning/scaffolding lessons so these students can make excellent progress.
- To draw up a developmental plan for support for those students at risk of permanent exclusion/disaffection to provide them with the support, challenge and structure to reintegrate them back into a culture of focused learning where they can make progress.
- To ensure regular consultation and partnerships with parents and outside agencies to develop opportunities for working in partnership. This includes working with the LA local offer.
- To ensure that there is an annual SEN/D Information report and progress report available to parents. This will include the graduated model and the Assess, Plan, Do, Review approach to SEN/D.

At The Gatwick School, we believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve to the best of their ability
- All have the opportunity to access a curriculum that enriches them socially, culturally and academically

- Become confident individuals who are able to go on to live fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

## **Organisation of Special Educational Needs / Disability**

The person with overall responsibility for special educational needs at The Gatwick School is the Head teacher. There will be a member of the governing body with responsibility for SEN/D. Responsibility for the day-to-day co-ordination of SEN/D is delegated to the Assistant Principal for SEN/D, Mr Matthew Mohamed, who is line-managed by the Head teacher and supported by our Consultant SENDCo Ms Cassey Gaywood.

The SEND team consists of a team of staff both teaching and non- teaching, this will include Assistant Head of Years who have pastoral and wellbeing responsibilities, Teaching Assistants Learning, Graduate teaching Assistants, Higher Level Teaching Assistant who are ELSA trained and a Specialist teacher. The Assistant Head teacher for SEN/D also work with external agencies and services to support students in the school. All staff in the school will have due regard to the aim of being an Additional Educational Needs, inclusive school and will ensure their classrooms and methods for teaching and learning reflect this on a day to day basis through the focus on the development of Multi-Sensory learning environments and on high-quality teaching

## **Roles and Responsibilities**

### **3.1 For students**

- To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, designing and writing their Learning Support Plans (LSP's) and engaging positively with the systems in place for self-evaluation, review and planning.

### **3.2 For Parents and Carers**

- To become actively involved in working with the school to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation, review and planning.

### **3.3 For Teachers**

- To plan teaching effectively, allowing for the diverse learning needs of each group.
- To enable access to the curriculum at a level that challenges all students to reach their full potential.
- To ensure that Student's Personal Learning Passports are used as part of the lesson planning process
- To ensure that the SEND Learning Support handbook and guide is used as part of the lesson planning process.
- To facilitate and contribute to SEN/D reviews and reports as requested.
- To work in collaboration with the Learning Support Services Department to develop resources and ensure effective use of support, including partnership teaching.
- Identifying and reporting any concerns regarding SEN/D, as soon as possible through the relevant Faculty and or Department referral systems and reviews.
- Seeking advice and support from the Assistant Principal for SEN/D as appropriate
- Coordinators, external experts and colleagues to help match their classroom practice to the specific needs of the students.

- Planning within their subject and Learning Support Services Department to ensure quality provision for students with SEN/D.

- Keeping up to date with SEN/D information that is within the Schools Arbour system, INSET and through regular updates from the Assistant Principal for SEN/D

### **3.4 For Subject Leaders and Subject Coordinators**

- To ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.

- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices in order to support all students working below expected levels in these core areas

- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regards to students with SEN/D.

- To monitor the academic progress of students with SEN/D across the curriculum ensuring that the identified strategies are in place.

- To make referrals to the Assistant Principal for SEN/D where there is any concern identified using the relevant Faculty and Department referral systems.

- To lead on INSET and staff development in terms of teaching and supporting students with additional educational needs.

### **3.5 For the Assistant Principal for SEND**

- To review and investigate the referrals from the Faculty and Department referral system, where needed holding relevant meetings with associated parties.

- To facilitate regular contact and meetings with both staff and students including keyworkers and formal reviews.

- To attend regular meetings with middle leaders and SLT to review, discuss and promote the needs of learners with additional educational needs.

- To maintain and update the school's SEN/D and EAL profiles.

- To work with subject areas to develop resources and/or deliver INSET to support student learning.

- To establish systems that ensure statutory requirements are met for SEN.

- To provide opportunities for students with SEN/D profiles to contribute to training and curriculum

- To update the Governing body on progress.

- To deploy staff and resources according to the needs of the students.

- To develop and agree a programme of professional development with the Deputy Head teacher who is the Lead for Teaching and Learning that will ensure all staff have the knowledge skills and understanding to support those students with SEN/D

- To manage the Learning Support Services department including the involvement of interventions both from inside and outside of the Academy.

- To manage the Learning Support Services team and ensure regular review and development of each member and role within the team.

### **3.6 For the Academy Leadership Team**

- To ensure statutory requirements are met by the subject areas within each faculty.
- To co-ordinate referrals to the Assistant Principal for SEN/D through referrals, using the agreed systems.
- To establish a program of professional development to raise staff awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the school will ensure a quality education for students of all abilities.

### **3.7 For the Governors**

- To appoint a nominated person for SEN/D to regularly meet with the Assistant Principal for SEN/D
- To review and agree the SEN/D policy annually
- To support in raising the profile of SEND within the school community

## **4 The Legal Framework**

The Gatwick School SEN/D policy is written with regard to:

- Safeguarding policy
- The Gatwick School Supporting Students with Medical conditions Policy
- Teaching Standards
- The Children and Families Act 2014
- The Equality Act 2010 ▪ The (0-25) special educational need Code of Practice 2014 (updated Jan 2015)
- Schools SEN Information Report Regulations 2014
- School Admissions Code of practice
- Schools Complaints Policy
- The National Curriculum
- Working together to safeguard Children (2013)
- Mental Health and Behaviour in Schools DfE (2018)

## **Identification, Assessment and Provision**

At The Gatwick School, we recognise the importance of early identification of SEND. Early interventions and response improves the long-term outcomes for students.

### **Early Identification**

Every student's skills and attainment will be assessed on entry to The Gatwick School through screener and attainment assessments. At the same time, we will consider whether a young person has a disability under the Equality Act (2010) and, if so, what reasonable adjustments may need to be made. We fully appreciate and recognise that needs may not always present themselves in a linear way and that a student's needs may not be picked up through an identification tool and so the following methods are used within our referral process such as:

- Subject teachers request
- Student self-request
- Parental request
- Management request

- Following information from previous school (e.g. primary school), including progress made within the National Literacy and Numeracy Frameworks
- Following evaluation of ability data taken from curriculum plan assessments
- Following diagnostic tests
- Following individual interviews
- Through year team and department meetings
- Following a member of the Learning Support Services team-tracking and observing individual students in lessons.

**The needs of students are evaluated through a range of indicators:**

- The outcomes from baseline assessments
- Subject teachers making regular assessment of all students and identifying those who are making less than expected progress. The first response to any student who falls into this category should be highly targeted teaching at the area of weakness by the subject teachers. Following this, if there is no improvement, the subject teacher, in conjunction with the SENDCos, should gather further evidence (including the views of the student and parents).
- Concerns raised by parents, the young person and outside agencies and to take account of any information they provide
- Standardised screening and assessment tools
- Behaviour Data/Attendance Data

Persistent disruptive or withdrawn behaviour or, persistent non-attendance, do not necessarily mean that a young person has SEND. If there are concerns, assessment should be used to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is considered that when factors such as housing, family or other domestic circumstances are affecting a student's behaviour in school, a multi-agency approach, such as a CAF, PEP or TAF may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEND, based on the SEND Support Frameworks (see attached appendices), in one or more of the 4 broad 'areas of need.' Communication and Interaction (**Appendix 1**), Cognition and Learning (**Appendix 2**), Social, Emotional and Mental Health Difficulties (**Appendix 3**) or, Sensory or Physical Needs (**Appendix 4**).

**SEND Provision at The Gatwick School**

All teachers are teachers of SEND, subject teachers are responsible and accountable for the progress and development of students within their classes, including where students access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teachers' understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information will be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the student.

Any decision on whether SEND provision is required, starts with gathering information on the desired outcomes, including progress and attainment. This will include the views of the student and the parents/carers. This will then determine the support that is needed.



If any withdrawal (1:1 or small group) support is to be provided, parent/carers will be informed and a clear date for reviewing progress is set. Parents/Carers will be provided with a copy of their child's provision map which outlines the targets set and progress towards these.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

**Provision is provided according to need and includes:**

- Personal Learning Passports outlining the student's needs, strengths and strategies for the teacher, student and parents to overcome any difficulties, and setting appropriate targets. Reviews of progress made towards meeting the targets set.
- In-class support from a Learning Support Assistant or partnership teaching with support teacher
- Drawing up of scaffolded lesson plans and creating resources to support access.
- Withdrawal for small group, or individual work, with a Learning Support Assistant.
- Pre and Post school clubs to help with homework, handwriting, spelling and reading.
- Pre- and post-school and lunchtime reading and enrichment sessions.
- Accessibility to members of the Learning Support Services department for students experiencing emotional/social difficulties.
- Working with agencies within the local offer and Borough. (see Liaison with Outside Agencies section).

**11 Recording, Monitoring/Reviewing,**

Reporting Students are placed on the SEN/D profile according to the Code of Practice 2014. Having regard to the Code of Practice, The Gatwick School endeavours to match the provision for students with the nature of their needs and to carefully, regularly record the students SEN, the action taken and the outcomes. The Assistant Head teacher for SEN/D will develop and present an annual SEN information report which will fully outline and explain the graduated approach to support and interventions in place with the SEN annual outcomes report. Action relating to SEN support / interventions following the Assess, Plan, Do and Review (APDR) model: Whole Academy provision planning takes place, with responsibility shared between teachers, the Assistant Principal for SEN/D and ALT.

**Assess:** Data on the student held by the Academy will be collated by the class/subject teacher in order to make an accurate assessment of the student's needs. The literacy skills of all students are assessed on entry. Some students are identified for further detailed formative assessments. Any student identified with a special educational need will be included on SEND register. Parents are invited to discussions to support the identification of action to improve outcomes.

**Plan:** Teachers plan using information about student's prior attainment, differentiating tasks to ensure progress for every student in the class. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Assistant Head teacher for SEN/D and/or external specialists. These are included on a Learning Support Plan. Some students may require specific literacy, language and/or social/emotional interventions. These are delivered by suitably trained members of staff or where required external professionals are sought. In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

**Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes.



This will be recorded and reviewed following curriculum and or send assessments where intervention has been provided. This could take the form of in-class interventions and/or withdrawal interventions. Students receiving SEN support that is 'additional and different' from that provided within the differentiated curriculum. There is now a single category of support, SEN Support. SEN support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements, mentoring or an intervention group to address a particular area of need. All SEN support interventions are time limited.

**Review:** Progress towards attainment outcomes are tracked and reviewed half-termly with the parents and the student. If students fail to make expected progress the decision may be made to undertake further informal/formal assessment of student learning. SEN/D achievements are monitored in relation to their peers but also in relation to other SEN/D students nationally. Any gaps in achievement either in the Academy or in comparison to national norms should be closing. The effectiveness of SEN/D support/ interventions are monitored on a termly basis by the Assistant Headteacher for SEN/D. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEND register.

If progress rates are still judged to be inadequate despite the delivery of high-quality targeted interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after consultation with the parent and may include referral to:

- Speech and Language Service
- Educational Psychologist
- Specialists in other Academies e.g. Teaching Schools, Special Schools.
- Autism and Sensory Support Team
- Hearing Impairment team
- Visual Impairment team
- Child & Adolescent Mental Health Service (CAMHS)
- Alternative Provision
- Educational Welfare Officer
- Social Services
- Youth Services

The needs of the majority of students will be met from within the School's own resources. The School receives funding to respond to the needs of students with SEN/D from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education.
- The Notional SEN budget. This is a fund devolved to Schools to support them to meet the needs of students with SEN/D.
- The Student Premium funding provides additional funding for students who are claiming Free Academy Meals, who are in the care of the local authority or whose parents are in the Armed Services.

Some students will have a higher level of need. Additional funding to support these students is available from the Local Authority through the application of an EHCP. To receive additional funding, the School will provide to the Local Authority a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the student in achieving desired outcomes. Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

### **Provision Mapping and One Page Pupil Profiles**

Provision Maps are used to track the progress of students where a SEND withdrawal intervention is taking place or where targeted support has been implemented. The Gatwick School uses a Provision Mapping tool which enables provision and outcomes to be considering recommendations from external agency support or baseline assessment data which identifies strengths and weaknesses.

Provision Maps will be used in the review part of the graduated approach to support, the continuation or changing of any SEND support being given. The costings are shared with the Local Authority with external agency support or provision having been recognised and agreed within the Local Offer.

If a child or young person is identified as having SEND, Information sharing with staff takes the form of One Page Pupil Profiles. These provide information and advice to teachers on a young person's learning needs and are written from the young person's perspective. For more information on how these are now beginning to be used widely in schools nationally, follow this link:

<http://www.helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profiles-education/>

## **7 Admission to The Gatwick School**

The Gatwick School is a co-educational 5-16 school and has an open enrolment policy. The school will ensure that students with SEN/D are admitted on an equal basis with others in accordance with its Admissions Policy. Where an LA proposes to name the School in an Education, Health and Care Plan (EHCP) the School shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children. In deciding whether a child's inclusion would be incompatible with the efficient education of other children the school shall have regard to the relevant guidance issued by the Secretary of State. In the event of any disagreement between the School and the LA, the School will follow the guidance outlined within the SEN Code of Practice in mediating this.

The Local Authority has overall responsibility for school admissions and all applications should be made through them. However, we welcome visits from any parents or carers thinking about applying for their child to attend The Gatwick School. We have a robust transition programme for students joining us in Reception and in Year 7 which is inclusive to support pupils individual needs.

## **8 Admissions across the school**

### **Primary students**

Transfer Members of the Learning Support Services Department will visit the Nursery and Pre School feeder schools during the summer term to meet the Managers of the settings. Where a student is identified as having a SEN/D need an enhanced transition package will be offered which is co-ordinated between the SENDCO and Primary Head of School. Please see our schools primary admissions policy which includes further information about the processes and transition packages.

### **Secondary students**

Whenever possible the Assistant Headteacher for SEN/D attends the Year 6 Annual Reviews of students who intend transferring to The Gatwick School, when this is not possible another team member attends. All papers including KS2 results are transferred with the student. At the end of June/beginning of July the Admissions Officer coordinates the data received from the transfer forms, from the Learning Support Services department visits. This information is made available to all staff so that forward planning can take place. Where appropriate the Assistant Headteacher for SEND will meet with the parent/carer and students to plan for support before transfer to the School. Detailed information regarding each student's SEN/D is then made available to all staff via the Arbor system and updates.

## **Access**

The school has limited wheelchair accessibility. Although there are some facilities for enabling children with disabilities to reach the first floor, the school has made special arrangements in order to include children with physical disabilities.

Under the SEND & Disability Act, the school has produced an Accessibility [Plan] policy which has been adopted by the Governing Body.

## **Physical Environment**

The school has adapted the physical environment to the needs of its pupils. Although there are some difficulties in changing the environment that have arisen from the ongoing planning permission restrictions, the school has worked with stakeholders to ensure that our children have a safe and accessible environment. Where a child has a specific need, the school has sought advice from relevant bodies and acted upon effectively.

## **Parental Concerns regarding SEND**

If any parent/carer has concerns, or wishes to make a complaint regarding their child's special educational needs, these procedures should be followed:

- Raise initial concerns with the subject teacher/form tutor. Usually, any problem can be dealt with at this stage.
- Arrange a meeting with the Year Team
- Arrange a meeting with the SENDCO, If conflicts cannot be resolved, the Head teacher should be involved.
- Follow formal complaints procedure as per complaints policy

If there are still unresolved issues, contact may be made with the Local Authority.

At any point, the parent may wish to contact SENDIAS AMAZE, West Sussex' SEND parent partnership organisation for advice.

## **Involving Parents/Carers**

The Gatwick School will ensure that all parents and carers are fully informed of any SEND their young person may have.

Partnership with parents and carers plays a key role in promoting a culture of cooperation between parents/carers and school. This is important in enabling students and young people with SEND to achieve their potential.

Parents and Carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents and value the contribution they make. All parents and carers of students with SEND are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEND Framework.
- Have the opportunity to make their views known about how their child is educated.

- Have access to information, advice and support during assessment and any related decision making processes about SEND provision.
- Alert the school to any concerns they have about their child's learning or provision
- Fulfil their obligations under the home/school agreements, which set out expectations of both sides. This will usually be done through: Parent consultations (informal and formal); Provision Map Reviews and Annual EHCP reviews. To help in this, the Local Authority recommends the local SEND parent partnership service, SENDIAS and Reaching Families team.

### **Student Participation/Student Voice**

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision, the school will ensure that they listen to the views of the student where at all possible and appropriate.

For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to remove barriers to learning, caused by them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All students with SEND are given the opportunity to contribute to their termly reviews. Communication aids such as video or voice recordings may be used if necessary.

### **Links with External Agencies**

The school has established positive links with many outside agencies which support the learning and development of the students in our care. As well as good links with local pre-schools, nurseries and Primary schools the Assistant Head teacher for SEN/D and Consultant SENDCo have developed working relationships with special schools within the area. The Gatwick School is committed to working with colleagues from alternative provisions on integration programmes and in outreach work. From Year 7 onwards the Assistant Headteacher for SEN/D works with the Learning Support Services department and external agencies to support students on the SEN/D profile within various transitional stages and in their future choices of KS4 options, career development, Post-16 education/training and development of adult level skills. Students with SEN/D transferring from The Gatwick School to another primary or secondary school follow the procedures normally followed at this time. Any documentation from the Learning Support Services Department is forwarded to the new school as soon as the new school is known, and the transfer confirmed. Students with SEN/D transferring from another secondary school to The Gatwick School will also follow the normal procedures at this time. The Assistant Headteacher for SEN/D is informed and consulted about any special arrangements that may need to be made

### **Evaluating the Success of the Policy**

This policy will be reviewed on an annual basis. The process of the review will involve the SENDCO who is the Assistant Headteacher, the SEND Link Governor and the Head teacher. Review of the policy will take into account:

- The progress made by students with SEND at the school
- The success of the school at including students with SEND
- Any recommendations from Ofsted or the Local Authority about improving practice
- Any factual changes, such as names of personnel.

# SEND Support Framework 2016-17 (Cognition and Learning) Appendix 1

			Indicators					Possible Pupil Support	Staff Involved
4	Education Health and Care Plan							<ul style="list-style-type: none"><li>As detailed in the EHCP</li><li>Any of the interventions below</li></ul>	<ul style="list-style-type: none"><li>Exec.SENDCO</li><li>TA/INA</li><li>Class teachers</li><li>Educational Psychologist</li><li>Specialist AMBDA teacher</li></ul>
	Read comp	WRAT	Visual memory	Auditory memory	Spelling score	Working memory	Numeracy		
3	Standardised Score of $\leq 75$						5+ sublevels below nationally expected	<ul style="list-style-type: none"><li>Withdrawal intervention</li><li>One Page Pupil Profile</li><li>Provision Map</li><li>In class support</li><li>Possible request for Statutory Assessment</li></ul>	<ul style="list-style-type: none"><li>Exec.SENDCO</li><li>Key Stage Intervention Coordinators</li><li>TAs</li><li>Class teachers</li><li>Educational Psychologist</li><li>Specialist AMBDA teacher</li></ul>
2	Standardised Score of 75-84						Up to 4 sublevels below nationally expected	<ul style="list-style-type: none"><li>Withdrawal intervention</li><li>One Page Pupil Profile</li><li>Provision Map</li><li>In class support</li><li>Access Arrangements</li></ul>	<ul style="list-style-type: none"><li>Exec SENDCO</li><li>Key Stage Intervention Coordinators</li><li>TAs</li><li>Class teachers</li><li>Specialist AMBDA teacher</li><li>Literacy Coaches</li><li>Educational Psychologist</li></ul>

1	Standardised Score of 85+	Up to 3 sublevels below nationally expected	<ul style="list-style-type: none"> <li>Intervention during tutor time</li> <li>Provision Map</li> <li>Support from class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage Intervention Coordinators</li> <li>TAs</li> <li>Class teachers</li> <li>Tutors</li> <li>Head of Year</li> <li>Assistant Head of Year</li> </ul>
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### SEND support Framework 2016-17 (Communication and Interaction) Appendix 2

Level	Possible Indicators		Possible Pupil Support	Staff Involved
4	Education Health and Care Plan		<ul style="list-style-type: none"> <li>As detailed in the EHCP</li> </ul>	<ul style="list-style-type: none"> <li>SENDCO (Communication &amp; Interaction)</li> <li>TA/INA</li> <li>Class teachers</li> </ul>
	SLCN	ASC		
3	<ul style="list-style-type: none"> <li>Cannot recall more than 4 unrelated items, in the correct order, in a verbal memory task</li> <li>Cannot understand spatial concepts (such as above, below)</li> <li>Cannot understand time concepts (such as today, yesterday)</li> <li>Cannot use pronouns (such as their)</li> <li>Moderate word finding difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Has a diagnosis of ASC or PDD/PDA</li> <li>Has difficulty functioning independently in the classroom</li> <li>Has difficulty in following instruction in a whole class situation</li> <li>Social interactions are often inappropriate</li> <li>Misjudges social situations</li> <li>Levels of anxiety may result in extreme behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal intervention</li> <li>School Based Support Plan</li> <li>One Page Pupil Profile</li> <li>Provision Map</li> <li>In class support</li> <li>Social skills group</li> <li>Vocab group</li> <li>SALT programme, delivered directly by SALT or TA</li> <li>Possible request for Statutory Assessment</li> </ul>	<ul style="list-style-type: none"> <li>SENDCO (Communication &amp; Interaction)</li> <li>Phoenix Centre</li> <li>ASCSS</li> <li>Key Stage Intervention Coordinators</li> <li>TAs</li> <li>Class teachers</li> <li>Educational Psychologist</li> </ul>

2	<ul style="list-style-type: none"> <li>Some difficulties with social inference, which impairs the ability to form and maintain social relationships</li> <li>Cannot recall more than 5 unrelated items, in the correct order, in a verbal memory task</li> <li>Cannot, or does not, a two-part instruction</li> <li>Mild word finding difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Diagnosis of ASC or PDD/PDA</li> <li>Difficulties with social interaction, communication and understanding which affect behaviour</li> <li>May be socially vulnerable or withdrawn</li> <li>May exhibit inflexibility or focus on own choice of activity</li> <li>Finds changes in routine difficult</li> <li>Struggles to follow instruction in a whole class situation</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal intervention</li> <li>School Based Support Plan</li> <li>One Page Pupil Profile</li> <li>Provision Map</li> <li>In class support</li> <li>Access Arrangements</li> <li>Social skills group</li> <li>Vocab group</li> <li>SALT programme, delivered by TA</li> </ul>	<ul style="list-style-type: none"> <li>SENDSCO (Communication &amp; Interaction)</li> <li>ASCSS</li> <li>Key Stage Intervention Coordinators</li> <li>TAs</li> <li>Class teachers</li> <li>SALT</li> </ul>
1	<ul style="list-style-type: none"> <li>Some difficulties with social inference</li> <li>Cannot recall more than 6 unrelated items, in the correct order, in a verbal memory task</li> <li>Minor difficulties with social inference</li> </ul>	<ul style="list-style-type: none"> <li>Generally copes in well-structured lessons and follows teacher instructions</li> <li>Difficulties in the area of social relationships</li> <li>Struggles working as part of a group in some contexts</li> <li>May not have a diagnosis of ASD or PDD/PDA</li> </ul>	<ul style="list-style-type: none"> <li>Support from class teachers using quality first teaching.</li> <li>TA support to support understanding, when available.</li> </ul>	<ul style="list-style-type: none"> <li>TAs</li> <li>Class teachers</li> <li>Class teachers</li> <li>Tutors</li> <li>Head of Year</li> <li>Assistant Head of Year</li> </ul>

### SEND Support Framework 2016-17 (Social Emotional and Mental Health) Appendix 3

Levels	Possible Indicators	Possible Pupil Support	Staff Involved
4	Education Health and Care Plan	<ul style="list-style-type: none"> <li>As detailed in the EHCP</li> <li>One or more of the interventions detailed below</li> </ul>	<ul style="list-style-type: none"> <li>Exec. SENDSCO/SEMH Coordinator</li> <li>Early Help Coordinator</li> <li>CAMHS</li> <li>Social Care</li> <li>EOTAS</li> <li>EP</li> <li>SEMH team</li> </ul>



3	CP plan LAC CiN CAMHS Tier 3 Persistent AbSENDtee School refusal Off target in 5 or more subjects Internal truancy	<ul style="list-style-type: none"> <li>Provision Map</li> <li>School Based Support Plan</li> <li>One Page Pupil Profile</li> <li>Attendance monitoring</li> <li>Offer of lunch club</li> <li>CAF/CiN plan/CP Plan/TAF</li> <li>Mentoring</li> <li>Social Skills Intervention Group</li> <li>Nurture Group</li> <li>SEMH Provision (SSS,21a,Hub)</li> </ul>	<ul style="list-style-type: none"> <li>Exec. SENDCO/SEMH Coordinator</li> <li>HoY/AHoY</li> <li>EWO/SWO</li> <li>Early Help Coordinator</li> <li>TA</li> <li>CAMHS</li> <li>EP</li> <li>Social Care</li> <li>EOTAS</li> <li>SEMH team</li> </ul>
2	LAC CiN CAMHS Tier 2 Persistent AbSENDtee School refusal Bacc fail in 2 terms Off target in 5 or more subjects Internal truancy Persistent abSENDce	<ul style="list-style-type: none"> <li>Provision Map</li> <li>School Based Support Plan</li> <li>One Page Pupil Profile</li> <li>Attendance monitoring</li> <li>Offer of lunch club</li> <li>CAF/CiN/TAF plan</li> <li>Mentoring</li> <li>Social Skills Intervention Group</li> <li>Nurture Group</li> <li>Discussion at Student Welfare Panel</li> </ul>	<ul style="list-style-type: none"> <li>Exec. SENDCO/SEMH Coordinator</li> <li>HoY/AHoY</li> <li>EWO/SWO</li> <li>TA</li> <li>CAMHS</li> <li>EP</li> <li>Social Care</li> <li>Class Teachers</li> <li>SEMH team</li> </ul>
1	Patterns of abSENDce DiSENDgement with learning in more than one subject Off target in more than one subject LAC Lack of homework	<ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Offer of lunch club</li> <li>PSP</li> <li>Positive report</li> <li>Attendance monitoring</li> <li>Achievement Support Plan</li> <li>Support from class teachers</li> </ul>	<ul style="list-style-type: none"> <li>HoY</li> <li>AHoY</li> <li>EWO/SWO</li> <li>TA</li> <li>Class teachers</li> <li>Tutors</li> <li>Attendance Officer</li> </ul>

#### SEND support Framework 2016-17 (SENDSory and Physical) Appendix 4

Levels	Indicators	Possible Pupil Support	Staff Involved
4	Education Health and Care Plan	<ul style="list-style-type: none"> <li>As detailed in the EHCP</li> <li>One or more of the interventions detailed below</li> </ul>	<ul style="list-style-type: none"> <li>Exec.SENDCO</li> <li>TA/INA</li> <li>Class teachers</li> </ul>

					<ul style="list-style-type: none"> <li>Educational Psychologist</li> <li>SENDSory Needs team</li> </ul>
	Visual	Hearing	Medical		
3	<ul style="list-style-type: none"> <li>Vision is deteriorating</li> <li>Restricted visual field</li> <li>Distance vision 6/36 or worse</li> <li>Mobility is affected</li> </ul>	<ul style="list-style-type: none"> <li>Associated difficulties with communication and language</li> </ul>	Significant adjustments to environment needed to enable access and/or 1:1 support throughout the day	<ul style="list-style-type: none"> <li>One Page Pupil Profile</li> <li>School Based Support Plan</li> <li>Provision Map</li> <li>In class support</li> <li>Possible request for Statutory Assessment</li> <li>Others as indicated below</li> </ul>	<ul style="list-style-type: none"> <li>Exec.SENDCO</li> <li>TAs</li> <li>Class teachers</li> <li>Educational Psychologist</li> <li>SENDSory Needs team</li> </ul>
2	<ul style="list-style-type: none"> <li>Registered as partially sighted</li> <li>Distance vision worse than 6/18</li> <li>Spatial and perception difficulties</li> <li>Coordination difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Moderate to profound hearing loss (possible use of hearing aids)</li> </ul>	Requires additional time or individual support to complete tasks or to enable access to areas of the curriculum, areas of the building.	<ul style="list-style-type: none"> <li>Modified print size</li> <li>Resources made available electronically</li> <li>School Based Support Plan</li> <li>One Page Pupil Profile</li> <li>Provision Map</li> <li>In class support</li> <li>Access Arrangements</li> <li>Building modifications</li> <li>Audiological support equipment</li> <li>Other medical equipment</li> </ul>	<ul style="list-style-type: none"> <li>Exec SENDCO</li> <li>Key Stage Intervention Coordinators</li> <li>TAs</li> <li>Class teachers</li> <li>SENDSory Needs team</li> <li>Site team</li> </ul>
1	<ul style="list-style-type: none"> <li>Frustration with work</li> <li>Speed of reading and writing below average</li> <li>Visual difficulties that cannot be corrected by glasses</li> <li>Gets tired easily</li> </ul>	<ul style="list-style-type: none"> <li>Mild hearing loss</li> <li>Difficulty with attention and/or concentration</li> </ul>	Requires reasonable adjustments to be made to several areas of school and/or curriculum Fatigue	<ul style="list-style-type: none"> <li>Access Arrangements</li> <li>Support from class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Exec. SENDCO</li> <li>TAs</li> <li>Tutors</li> <li>Head of Year</li> <li>Assistant Head of Year</li> <li>SENDSory Needs team</li> <li>Class teachers</li> </ul>

## **Appendix 5. Responsibilities of Governors regarding SEND**

Governing bodies of maintained schools and proprietors of academies (including free schools) have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND).

### **Duties under the Children and Families Act 2014**

Section 6.4.1 of the Governance Handbook explains that, under the Children and Families Act 2014, Governors must:

- Use best endeavors in exercising their functions to ensure that the necessary special educational provision is made for any pupil who has special educational needs (SEND)
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEND
- Take account of the SEND Code of Practice when carrying out their duties towards all pupils with SEND
- Ensure the school produces and publishes online its school SEND information report
- Ensure the school has arrangements in place to support children with medical conditions
- Co-operate with the local authority (LA) in developing the local offer

### **Teaching and learning**

- Ensure that there is a qualified teacher designated as the special educational needs coordinator (SENDCO) for the school
- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and providing appropriate teaching
- Make sure that the responsible person (usually the Head teacher) makes all staff who are likely to teach the pupil aware of the pupil's SEND
- Consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area
- Ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as it is compatible with: their receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources

### **Admission**

- The School Admissions Code explains that all children with an EHCP naming the school must be admitted.

### **Implementing an 'accessibility plan'**

Governing bodies are also under a duty to make reasonable adjustments to avoid substantial disadvantages being experienced by pupils with disabilities.

Section 6.4.3 of the Governance Handbook explains that the school must draw up and implement an 'accessibility plan' for pupils with disabilities that aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of schools to enable pupils with disabilities to take better advantages of education, benefits, facilities and services provided, and
- Improve the availability of accessible information to pupils with disabilities

It adds that schools must also take into account the need to provide adequate resources to implement the plan, and must regularly review it.

The plan can be a stand-alone document or form part of another document (for example, the school development plan).

### **Appointing a SENDCO**

Section 6.4.5 of the handbook explains that governing bodies of mainstream schools must ensure that a member of staff who is a qualified teacher, is designated as the SENDCO. The governing body should ensure that the SENDCO's key responsibilities are outlined and monitor the effectiveness of the way the responsibilities are carried out.

### **Monitoring SEND provision**

Maintained schools are also required to have regard to the SEND Code of Practice in fulfilling their duties. The code includes guidance on all aspects of providing for SEND in mainstream schools and special schools.

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND and disability. School leaders should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement

### **Reporting on SEND provision**

Under the SEND Regulations 2014, the governing bodies of maintained schools must publish information about their SEND provision.

## **Appendix 6. Responsibilities of the Senior Assistant Head Teacher for Support and Wellbeing and SENDCOs**

The Senior Assistant Head Teacher for Support and Wellbeing and SENDCOs have an important role to play with the Head teacher and Governing body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENDCOs provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENDCOs should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

### **The key responsibilities of the SENDCO may include:**

- Overseeing the day-to-day operation of the school's SEND policy and ensuring that the school adheres to the SEND Code of Practice (2014)
  - Co-ordinating provision for children with SEND
  - Liaising with the relevant Designated Teacher where a looked after pupil has SEND
  - Advising on the graduated approach to providing SEND Support
  - Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
  - Liaising with parents and carers of pupils with SEND
  - Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
  - Being a key point of contact with external agencies, especially the local authority and its support services
  - Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
  - Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring a report detailing SEND provision and reviewing outcomes for SEND students, is presented to Governors annually
- Ensuring that the school keeps the records of all pupils with SEND up to date

## Appendix 7. Responsibilities of the Class Teacher

### What teachers *must* do

Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEND, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

They are expected to contribute to the planning and termly review of progress for students with SEND, in conjunction with the SENDCO, parent and student.

### What teachers *should* do

The Code of Practice says that every teacher is a teacher of SEND. It says that *'class and subject teachers, supported by the Senior leadership team, should make regular assessments of progress for all pupils'*. Where concerns are identified, teachers should work with the special educational needs co-ordinator (SENDCO) to assess whether the child has SEND.

Teachers should set clear progress targets for all pupils with SEND that focus on *'their potential to achieve at or above expectation'*. Schools must engage young people and parents in decisions about matters that relate to their/their child's SEND, including how those needs should be met. Class teachers, in consultation with the SENDCO, may be asked to hold regular meetings with parents to discuss their child's progress towards agreed outcomes.

### Support for teachers

The Code of Practice says that *'the quality of teaching for pupils with SEND, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff'*.<sup>1</sup> This means that performance management should address teachers' SEND-related training and development needs.

Teachers should have time within the working day to undertake training and continuing professional development (CPD). They should also have sufficient time to plan and prepare lessons for all pupils, including those pupils with SEND who may need additional or different support.

Teachers should have time to liaise with the support staff that work with particular pupils with SEND. This includes time to plan, prepare and assess the effectiveness and impact of the support provided.

Teachers should expect the SENDCO to provide specialist advice and guidance on SEND-related matters, including the support that particular pupils with SEND will need.

The school should provide teachers with information about how it meets the needs of pupils and the provision to meet the needs of different groups of pupils, including those with SEND. This should include information about how additional provision can be accessed.

## **Appendix 8. Responsibilities of the Teaching Assistant**

Teaching Assistants are responsible for offering support for students with SEND. They are expected to work collaboratively with teachers, the SENDCO and outside agencies, to ensure students who have SEND are appropriately supported.

They will contribute to the development and delivery of the curriculum to support students with SEND and be effective members of the school community, contributing to all aspects of support within school to support and include students with SEND.

They are responsible for developing knowledge of a range of learning support needs and strategies of support to meet those needs and must participate in training to develop the range of skills required to support the full spectrum of students with SEND.

They must keep records and monitor the progress of students with SEND, using the procedures set out by the school.

They may be expected to communicate with parents and carers on the wellbeing and progress the SEND students they support.