



**KINGS  
COLLEGE**  
GUILDFORD

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Learning Partners  
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# **SEND Policy and Information Report**

## **2023-2024**

**Kings College Guildford**

**“An uncompromising commitment to excellence”**

## POLICY REVIEW AND AMENDMENT LOG

**Status & Review Cycle:** Statutory; annual

**Next review date:** July 2023

<b>Reviewed By:</b>	<b>Review Date</b>	<b>Reviewing Governor</b>	<b>Date Approved by Governing Body</b>
Mollie Robberts	October 2020	Mick Michell	08/12/2020
Mollie Robberts	July 2021	Mick Michell	20/10/2021
Mollie Robberts	July 2022	Mick Michell	07/07/2022
Mollie Robberts	July 2023	Peter Shelley	28/09/2023

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## **SEND Policy**

**Governor Lead: Mr Peter Shelley**

**Nominated Lead Member of Staff: Mrs Mollie Robberts**

**Status and Review Cycle: Statutory Annual**

**Next Review Date: July 2024**

### **AIM**

Our guiding principle is one of Inclusion and we aim to provide high quality teaching for all our students. This includes appropriate differentiation for individual students, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our students experience success. This does not mean treating all students equally; it means treating all students as individuals and ensuring they have the required provision to achieve the best possible progress. The aim at Kings College is for all our students to be fully included in all aspects of college life.

We believe that all students should be equally valued in college. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe. This is particularly important for students with special educational needs and disabilities, students at risk of social exclusion or for specific groups, such as 'looked after students'.

We believe that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners. We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Year 7 students for whom maturity is a crucial factor in terms of readiness to learn. Many students, at some time in their college career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

### **OBJECTIVES**

- To identify and provide for pupils who have special educational needs and additional needs
- To provide a specialist team with trained staff including qualified SENCOs
- To provide support and advice for all staff working with special educational needs pupils
- To ensure that we take the views of the child into account when planning and evaluating their SEND provision and consult students and family on policy and provision generally
- To develop and maintain partnerships and high levels of engagement with family
- To ensure that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- To ensure that pupils with SEND have all the support they need to make this rapid progress and become happy and confident individuals, who will make a successful transition to the next phase of their educational journey and into adulthood

### **LEGISLATION AND GUIDANCE**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## DEFINITIONS

### Special Educational Needs and Disability

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions .

**Staff** refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Family** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

### KEY PERSONNEL

- SENDCO is Miss Kerry Denslow, NASENCo Award/Ba Hons/PGCE Contact details: email: [k.denslow@kingscollegeguildford.com](mailto:k.denslow@kingscollegeguildford.com) and Mr Elliot Bacon NASENCo Award/Ba Hons/PGCE [e.bacon@kingscollegeguildford.com](mailto:e.bacon@kingscollegeguildford.com) Phone: 01483 458956
- Vice Principal in charge of SEND with SENDCO qualification is Mrs Mollie Robberts, NASENCo Award/Ba Hons /PGCE Contact details: email: [m.robberbs@kingscollegeguildford.com](mailto:m.robberbs@kingscollegeguildford.com) Phone: 01483 458956
- The Assistant SENCO is Ms Heather Laurie Contact details: email [h.laurie@kingscollegeguildford.com](mailto:h.laurie@kingscollegeguildford.com) Phone: 01483 458956 ext:238
- Designated Teacher for Children in Care- Miss Jeanette Hamilton
- Designated Safeguarding Lead- Mrs M Robberts, Vice Principal
- Member of staff responsible for Pupil Premium Grant and Looked After Child Funding- Mrs M Robberts
- Member of staff responsible for managing medical needs of students – Reception and Administration Assistant.

## ROLES AND RESPONSIBILITIES

### The SENDCO

The SENDCOs are Miss Kerry Denslow and Mr Elliot Bacon

They will:

- Work with the headteacher and SEND 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 SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, family, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 family are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEND up to date

### **The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCOs to determine the strategic development of the SEN policy and provision in the school

The governor with particular responsibilities for SEND is **Mr Peter Shelley**. He can be contacted via Mrs Chamberlain at the school office.

### **The Principal**

The principal will:

- Work with the SENDCOs and SEND governor to determine the strategic development of the SEND 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 SENDCOs to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **Role of Students**

Students should be active partners in their own learning to achieve the best outcomes. To achieve this the students' views will always be sought although this may not be through direct discussion with them. Students will be encouraged to participate in decision-making processes in education, including the setting of learning targets, contributing to their Pupil Passports, contributions to the assessment of their needs and reviews of support. They need to be part of the process, to know that they are listened to and that their views are valued.

## **SEN INFORMATION REPORT**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The identification of SEND is built into our overall approach to monitoring the progress and development of all students. Identification includes the use of high quality formative assessment, as well as effective baseline assessments, communication with family, students and other relevant practitioners. In practice most information for students transferring into Year7 comes through liaison with feeder schools. Standardised tests are used to assess literacy skills. The results of these tests, together with the KS2 results, are scrutinised by the SENCOs.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is less rapid than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, family circumstances, health needs, or having a Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND). Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most students will have their needs met through high quality teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENDCOs to assess whether the child has SEND. The SENDCOs will gather information from the pupil, family and class teacher. Discussions will be held with the pupil and their family in order to develop a good understanding of the student's areas of strength and difficulty, the family's concerns, the agreed outcomes sought for the child and the next steps.

### **The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than a classification/label. Once students' needs have been understood they will be written a Pupil Passport, any appropriate interventions will be allocated and they will be placed on the Support List whilst support is put in place.

Further, more detailed diagnostic testing may be used. An Educational Psychologist and Specialist Teachers are able to carry out specialist testing. Outside agencies may also be involved in identifying and assessing complex needs.

## **CONSULTING AND INVOLVING PUPILS AND FAMILY**

We will have an early discussion with the pupil and their family when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty; this is predominantly done when we inform our intentions to screen pupils and when we cocreate Pupil Passports.
- We take into account the family's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their family in the form of a Pupil Passport. We will formally notify family when it is decided that a pupil will receive SEND support.

## **ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCOs to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of family
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## MANAGING PUPILS' NEEDS ON THE SEND SUPPORT LIST

SEND support will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the student to make good enough progress, and where assessment data indicated this is because special educational needs are providing a barrier to learning.

The following sources inform a decision to place pupils on the SEND Support List and movement off the support list.

- Internal assessment data
- Information from previous school
- Staff concerns
- Information from the parent
- Specialist teacher/professionals' reports
- Exam Access Screening
- Reading and spelling testing
- Medical reports
- Progress monitoring
- KS2 attainment levels

All students at Kings College have their progress monitored continually. Their progress is measured rigorously against challenging targets set from their own starting points. The SEND team work with each student each year to write a Pupil Passport which details their individual barriers, support strategies and targets/advice from assessments or reviews. Parent/teacher meetings are held at least twice a year for all students. In addition to feedback from teachers, family of students with Pupil Passports are invited to meet with a member of the SEND department to review their son/daughter's progress and have input into their child's Pupil Passport. These students will be identified as having SEND and their progress will be monitored according to the model outlined above. With the correct support it is anticipated that the majority of these students will make expected progress. All these students will be identified as having SEND Support but some may be placed on a SEND Support Arrangements Plan.

Where a student with SEND is not making adequate progress, teachers, the SENCOs and family will collaborate on problem-solving, planning support and teaching strategies for individual student through SEND Support Arrangements plan.

When pupils have higher levels of need, we refer to specific specialist professional agencies to assess: for example, Educational Psychologists (EP), Physical and Sensory support service (PSS), or Specialist Teaching Teams (STIPs).

We ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared to their peers and national expectations. We listen to the views and experience of family and the pupil. In some cases, we draw on the assessments and guidance from other educational professionals e.g. EP's, PSS and from health and social services, where appropriate.

Where SEND Support is required, the teacher and SENCOs, with the parent, put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil are shared with her/him using child friendly language. All staff who work with the pupil are made aware of the plan. Family is asked to share in the monitoring of progress.

Any teachers working with a pupil with identified SEND needs will have up to date relevant information on the pupil's needs and agreed strategies that should be put in place. They will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO provides support, guidance and advice for the teachers.

The plan, including the impact of the support and interventions, is reviewed each term by SENCOs or member of the SEND department, parent and the pupil and any other relevant staff. This informs the planning of the next steps or where successful, the removal of the pupil from SEND Support.

For pupils with an EHCP, annual reviews are held in line with statutory requirements.

Each pupil is an individual and will have a programme to meet their needs. It is expected that all teachers at Kings College offer good quality teaching and will deliver high quality differentiated lessons, adapting lessons to pupil needs. The SENCOs is responsible for coordinating and monitoring SEND provision. TAs support individuals in class and run small group interventions, as well as helping with assessment and review of pupils' progress. The SENCOs along with the specialist assessor, assesses pupils and works with individuals and groups both in and out of lessons. She also trains staff on how to support pupils with SPLD and other special educational needs.

All pupils on the SEND support list are reviewed three times a year by a member of Kings College staff, this could include teachers, staff on the SEND Team or the Pastoral Leads. Family and pupils are invited to these meetings as well as other relevant staff and agencies. At these pupil-centred meetings, the pupil's progress is discussed, outcomes and actions on the plan reviewed and new outcomes agreed upon.

Pupils are assessed in reading, spelling and writing on entering the school as well as screened for mathematical ability and attainment. We use this information alongside Key Stage 2 assessments and information from primary school to decide on necessary interventions.

If a pupil is at K (SEND Support) on the SEND support list and they are not making progress towards their outcomes and academic targets despite review meetings, outside agency support and spending at least £6000 a year on their individual support, application for an EHCP will be considered at a multiagency meeting. If the consensus at the meeting is that an EHCP is needed, the school will submit an application.

Pupils with ECHPs will have their statement ceased if they have made progress towards their agreed outcome and the school no longer needs to spend over £6000 to provide the support that they need to make progress after careful monitoring and discussion with all stakeholders.

## **CRITERIA FOR EXITING THE SEND SUPPORT LIST**

The SEND Support List is reviewed every term alongside student progress data and assessments from interventions. When a student can be seen to have made progress in intervention and/or working in line with their peers they are removed from the support list. This change is communicated with family and the child and they remain on a monitoring list to be reviewed each term to ensure that progress is maintained. The support list at Kings remains a transient list for children when they require support and this may be for their whole time at school, for a small period or for several periods when support in addition to classroom practice is required.

## **SUPPORTING PUPILS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD**

Pupils with SEND transferring to Kings College from primary school have enhanced transition support. This includes individual tours and visits, parent and student transition meetings with a member of the Senior Leadership Team, transition support morning for vulnerable students which are in addition to the two-day orientation visits made by all pupils in the summer term. Staff from Kings College liaise with staff from the primary schools and any other professionals involved in supporting the students before they start at Kings College to ensure the smoothest transition possible.

At Kings we help our students with SEND to start planning for their future adult life as early as possible. Our aim is to support our student to go on to achieve the best possible outcomes in employment, independent living and participating in society. This includes: discussing aspirations and supporting planning for these in Pupil Passport meetings with students and family, ensuring career advice and information provides high aspirations and a wide range of options for students with SEND and helping students and family understand and explore how the support they receive will change as they move into different settings, and what support they are likely to need to achieve their ambitions. Particular care is paid to the transition between key stages. Students with SEND are provided with options guidance and the SENDCOs check that options choices are ambitious and suitable for each individual.

At other transitions, we will share information with the school, college, or other setting the pupil is moving to. We will agree with family and pupils which information will be shared as part of this. We will work with family and other schools, colleges or settings to endeavour to provide the best transition possible for the students and prepare them for change. Where required this involves supporting family to access information about appropriate placements, visiting placement and liaising with other setting to ensure pupil's needs are met.

## **OUR APPROACH TO TEACHING PUPILS WITH SEND**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. A rigorous system of quality assurance is in place to systematically monitor the quality of teaching and learning. A bespoke programme of CPD is available to staff. This academic year we have planned to support staff understanding of SLCN and SPLD.

We offer a wide range of interventions to meet the needs of our pupils this includes, ELSA, SLCN Sessions, Wellbeing Mentoring, Social Skills, Touch Typing, Handwriting, Literacy Circuits, SPLD Sessions, Small Group/1:1 Maths, Lexia, Rapid Reading. A full list is available on the website within the school Provision Map.

## **ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT**

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper or overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing Exam Access Arrangements (EAA) to ensure pupils with SEND are able to access exams and internal tests with equity.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This process is in partnerships with the pupil, family, the SENDCO and other professionals. Once in place, these are reviewed annually until no longer required.

### **ADDITIONAL SUPPORT FOR LEARNING AND STAFFING EXPERTISE**

The leadership of the SEND department is distributed across three trained staff with specific foci. This includes a two qualified SENCOs and one deputy. A Senior Leader, is also a qualified SENCO. We have 11 Teachings Assistants (TAs), including five Higher Level Teaching Assistants (HLTAs) who are trained to deliver interventions such as Speech and Language Therapy (SLCN), Social Skills, Exam techniques and assessments (EAA), Maths, Emotional Literacy Support and Assistance (ELSA), Dyslexia and English as an Additional Language (EAL).

We work with the following agencies to provide support for pupils with SEND:

- Abbey Outreach
- Educational Psychology
- Learning Language Support
- Speech and Language Support
- Physical and Sensory Support
- CAMHS
- Surrey Inclusion Outreach
- Alternative provision providers: The Well Project, Elysian, Skillway, Mane Chane, Nudge Education, Surrey Online School, A2E and Change of Scene

### **SECURING EQUIPMENT AND FACILITIES**

The SENDCOs manage a dedicated SEND budget to secure equipment and resources and ensure they are used effectively to support the needs of pupils.

### **EVALUATING THE EFFECTIVENESS OF SEND PROVISION**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions after each module (half term)
- Using student voice activities
- Monitoring by the SENDCOs
- Lesson drop-ins to monitor inclusive practices in lessons
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN Support Plans or EHC plans

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Kings College recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

At Kings College all pupils with serious/complex medical conditions will have an individual healthcare plan. They may access the Student Support Centre and special arrangements made for PE, including changing and toilet facilities. Staff are trained to support pupils with medical needs - please refer to medical policy which sets this out in detail.

Pupils who have medical needs that mean they cannot attend school may be referred to Surrey's Access to Education (medical) service. Some pupils may be enrolled in computer based education packages.

## **ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. The SEND Department works in conjunction with other departments to support pupils in activities that are curriculum related to improve accessibility.

## **SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are supported to develop their wellbeing through the College Wellbeing approach of five things which encourages students to make personal progress through; connecting, being active, taking notice, learning and giving. These themes influence our daily tutor program and PSHE provision.
- Pupils with SEND are encouraged to be part of the school leadership team which includes subcommittees for wellbeing, diversity, eco and the community.
- Pupils with SEND are also encouraged to be part of Youth Work groups and lunchtime/after-school clubs to promote teamwork/building friendships etc.
- Pupils and their families are encouraged to develop a positive relationship with their tutor who is the first contact for day to day support or any additional support. If required they will consult the SENDCOs for further advice or support.
- Pupils with SEND may work with our HLTA for Wellbeing, ELSA, Wellbeing Practitioner, Art Therapist or Mental Health School Team to complete interventions when identified that they require support.

We have a zero tolerance approach to bullying.

## **MONITORING AND EVALUATION OF SEND**

We regularly evaluate and monitor arrangements to promote an active process of continual review and improvement of provision for all pupils to inform future developments and improvements.

This is done by:

- Learning walks completed by the SEND team and Senior Leadership Team
- Observations of lessons and interventions
- Monitoring of pupil progress and attainment
- Pupil voice
- Book reviews
- Department and school self-evaluation
- School and department development planning
- School questionnaires to family
- Data analysis of intervention gains
- Staff questionnaires and feedback about initiatives and focus areas
- Any external audits by Surrey e.g. SEND Monitoring visits by Babcock4S and OFSTED inspections
- SENDCOs networks and local partnerships
- Termly reports to the EWG and Leadership team to review progress

## **TRAINING AND RESOURCES**

The professional development of all staff involved in meeting the needs of students with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Professional development sessions provided by SEND specialist
- Courses offered by external providers, accredited and non-accredited

- Departmental INSET sessions for all learning support staff
- Sharing good practice at departmental meetings
- Staff workshops on meeting the needs of specific students
- Information shared on 'Pupil Passports'
- Shared strategies in the SEND staff shared area and on display in the staffroom
- Follow up training for newly qualified teachers and trainees
- SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND

## **STORING AND MANAGING INFORMATION**

The School follows national and local guidance on storage and information sharing.

Please refer to our Data Protection, Freedom of Information, E-safety (which includes staff & pupil acceptable use of ICT) and Confidentiality guidelines which can be found on our webpage.

All confidential information is communicated to others only on a need-to-know basis.

Any action that the school takes is considered to be in the best interests of the student. Trusted relationships with students, built up over many years, may be damaged if confidentiality is breached. Where there is a conflict of interests between the student and their family, the welfare of the student must be paramount.

All staff, external agencies /visitors working with students, students and family are made aware of our guidelines. SEND files are stored separately from main school files while pupils are on roll. Once a pupil leaves the SEND file is matched with the main school file and stored for 12 years in the school archive. Files of students who transfer to another school within the UK before school leaving age are forwarded to their new school.

## **DEALING WITH COMPLAINTS**

Any complaints from family of students with special education needs concerning the provision made at the school can be made through the school's procedures as set out on the school's website. In the first instance please contact the SENDCO responsible for their support.

The family of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **THE LOCAL AUTHORITY LOCAL OFFER**

Our contribution to the local offer is:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/service.page?id=KerZuWZXWRk&localofferchannel=0>

Our local authority's local offer is published here:

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

## **CONTACT DETAILS OF SUPPORT SERVICES FOR FAMILY OF PUPILS WITH SEND**

### **SUPPORTING PUPILS AND FAMILIES**

Family and young people can find information on SEND from:

- Impartial SEND Advice <https://sendadvicesurrey.org.uk/>

- Special Needs Jungle which is a parent led information and resources for families with children with SEND needs <https://www.specialneedsjungle.com/>
- ISPEA Independent Provider of Special Education Advice <https://www.ipsea.org.uk/>
- Council for Disabled Children <https://councilfordisabledchildren.org.uk/>
- SEND Team Contacts for Surrey to speak to case workers for local schools <https://sendadvicesurrey.org.uk/send-teams/>
- Local Offer Guide <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Local%20Offer%20Guide.pdf>
- National Autistic Society who offer training and advice for young people and their families <https://www.autism.org.uk/home>
- Family Voice Surrey who speak up for families with children with additional needs <https://www.familyvoicesurrey.org/>
- Contact SENCO re information on Access arrangements for exams and assessments
- Mind for support with mental health- <https://www.mindworks-surrey.org/>

## MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Mrs M Robberts **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Children with medical needs that cannot attend school