KINGS COLLEGE GUILDFORD

Special Educational Needs and Disabilities (SEND) Policy

2026 - 2027

“Work hard, be kind and push yourself.”

POLICY REVIEW AND AMENDMENT LOG

Status & Review Cycle: **Statutory; annual**
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Reviewed By:	Review Date	Reviewing Governor	Date Approved by Governing Body
Mollie Robberts	October 2020	Mick Michell	08/12/2020
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Kerry Denslow / Juliette Snedden	July 2024	Jo Oliver	13/11/2024
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Contents

1. Aims and objectives 4
2. Vision and values 4
3. Legislation and guidance 5
4. Inclusion and equal opportunities 5
5. Definitions 5
6. Roles and responsibilities 7
7. SEN information report 8
8. Our approach to SEND support 9
9. Attendance 11
10. Safeguarding 11
11. Expertise and training of staff 12
12. Links with external professional agencies 12
13. Admission and accessibility arrangements 13
14. Complaints about SEND provision 13
15. Monitoring and evaluation arrangements 13
16. Links with other policies and documents 14

1. Aims and objectives

AIMS

- 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'.

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

2. Vision and values

- At Kings College Guildford we will provide all pupils with access to a broad and balanced curriculum.
- We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

- 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.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. 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.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

The SENDCO

The SENDCOs will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND 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
- Implement Surrey's Ordinarily Available Provision
- 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 SEND policy and provision in the school
- The governor with particular responsibilities for SEND is **Ms Jo Oliver**. She 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 progress mentors 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

Families

- Families should inform the school if they have any concerns about their child's progress or development.
- Families of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

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.

7. SEN information report

The school publishes the SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

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 Year 7 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.

ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Bromcom, and will be made accessible to staff in a pupil passport.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the families and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The class or subject teacher will work with the SENDCOs 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.

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 co-create 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.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who have "significantly greater difficulty in learning" than the majority of their peers and whose needs cannot be met through school based SEND provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

The leadership of the SEND department is distributed across three trained staff with specific foci. This includes a two qualified SENDCOs and one Deputy. A Senior Leader is also a qualified SENDCO. We have 8 Progress Mentors (PM's), and four Intervention Specialists (IS's) 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).

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 Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Limpsfield Grange
- Educational Psychology
- Learning Language Support
- Speech and Language Support
- Physical and Sensory Support
- CAMHS
- Surrey Inclusion Outreach
- Alternative provision providers: Success Academies, AAC Hub, Fleet Tutors, GASP

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13. Admission and accessibility arrangements

13.1 Admission arrangements

Arrangements for the admission of disabled pupils and pupils with SEN:

- The Pastoral, SEND and Admissions teams work together to ensure the smooth admission of new students who have SEND.
- The SENCO and/or HOY meet with parents and the student prior to admission to gather information
- For those students with EHCPs a consultation process through Surrey SEND is carried out to ensure we can meet need before a place is offered.
- Arrangements are made to ensure access to learning and the environment before admission
- Information is shared with all teaching staff

13.2 Accessibility arrangements (as in the accessibility plan)

- Our school offers a inclusive curriculum for all pupils which takes into account of individuals barriers and strategies.
- Each child requiring SEN Support has a personalised Passport coproduced with the child, family and staff to identify needs, barriers and strategies. All staff use the Passports to inform classroom practice.
- We use resources tailored to the needs of pupils who require support to access the curriculum this includes modified resources, modified furniture and software.
- Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all students, including those with a disability.
- School day structure supports students to make limited movement times due to three period day with a social time break between each lesson.
- Targets are set effectively and are appropriate for students with additional needs using FFT to set aspirational grades. The curriculum is reviewed via deep dive curriculum reviews to ensure it meets the needs of all students.

14. Complaints about SEND provision

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.

15. Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

- **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

Monitoring the policy

This policy will be reviewed by Miss K Denslow and Mrs J Snedden **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. 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