

### Policy Review and Approval

Review interval: 1 Year  
 Review term: Autumn Term 1  
 Reviewed by: Assistant Head Teacher: Inclusion  
 Approved by: Full Governing Board

First approved: September 2013  
 Last approved: December 2025  
 Next review: December 2026

*A copy of this policy and other related policies can be obtained from the School Office.*

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## 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- ensure our school fully implements national legislation and guidance regarding students with SEND;
- set out how our school will:
  - support and make provision for students with special educational needs and disabilities;
  - provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND;
  - help students with SEND to develop their confidence, fulfil their aspirations and achieve their best;
  - help students with SEND make a successful transition into adulthood;
  - communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student.
- explain the roles and responsibilities of everyone involved in supporting students with SEND;
- make sure the SEND policy is understood and implemented consistently by all staff.

## 2. Vision and values

Our school motto is 'Aspire'. We want every student who attends Gildredge House to aspire to be the best possible version of themselves.

We will provide all students with access to a broad and balanced curriculum, and are committed to making sure all our students have the opportunity to thrive.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

## 3. Legislation and guidance

This 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 students with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care plans (EHCPs), SEND co-ordinators (SENDCos) and the special educational needs (SEND) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students 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 School Admissions Code, which sets out the school's obligation to admit all students 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.

This policy also complies with our funding agreement and articles of association.

#### 4. Inclusion and equal opportunities

At Gildredge House, we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students 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 students with SEND are included in all aspects of school life.

#### 5. Definitions

##### 5.1 Special educational needs

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- a significantly greater difficulty in learning than most others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### 5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

##### 5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students 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 student's particular area(s) of need, at the relevant time.

| AREA OF NEED                  |                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and interaction | Students 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. Students with autism often have needs that fall in this category.                 |
| Cognition and learning        | Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li></ul> |

| AREA OF NEED                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <ul style="list-style-type: none"> <li>Assessed moderate learning difficulties</li> <li>Assessed severe learning difficulties</li> <li>Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>                                                                                                                                                                                                                          |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>Assessed mental health difficulties such as anxiety, depression or an eating disorder</li> <li>Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p> |
| Sensory and/or physical             | <p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:</p> <ul style="list-style-type: none"> <li>An assessed sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>                                                                                  |

## 6. Roles and responsibilities

### 6.1 Leadership of SEND provision

Our Assistant Head Teacher: Inclusion is Tom Addems, who has overall strategic responsibility for SEND. Our Secondary SENDCo is Hannah O'Driscoll. Our Assistant SENDCo is Elizabeth Filtress.

They will:

- inform any parents that their child may have SEND and formulate a student support profile outlining the student's needs and any provision made;
- work with the Executive Head Teacher and SEND Lead 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 students with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and quality first teaching;
- advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students;
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;

- be a point of contact for external agencies, especially the local authority (LA) and its support services, to complete consultations and work with external agencies to ensure that appropriate provision is provided;
- liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned;
- when a student moves to a different school or institution: make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- work with the Executive Head Teacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- make sure the school keeps its records of all students with SEND up-to-date and accurate;
- with the Executive Head Teacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development;
- with the Executive Head Teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- prepare and review information for inclusion in the school's SEND information report and any updates to this policy;
- with the Executive Head Teacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Have strategic oversight of teaching assistants, their deployment within the school and the delivery of SEND specific interventions

## 6.2 Governors and Trustees

Governors and Trustees are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any students with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in an SEND information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.

- Determine their approach to using their resources to support the progress of students with SEND.
- Make sure that all students from Year 8 until Year 13 are provided with independent careers advice.

### 6.3 The SEND link Governors

The SEND link Governor is Nicoletta Uzorka Ion.

The SEND link Governors will:

- help to raise awareness of SEND issues at Governing Board meetings;
- monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this;
- work with the Executive Head Teacher and SENDCos to determine the strategic development of the SEND policy and provision in the school.

### 6.4 The Executive Head Teacher and Heads of School

The Executive Head Teacher and Heads of School will:

- work with the SENDCos and SEND link Governor to determine the strategic development of the SEND policy and provision within the school;
- work with the SENDCos and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- have overall responsibility for, and awareness of, the provision for students with SEND, and their progress;
- have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students;
- make sure that the SENDCos have enough time to carry out their duties;
- have an overview of the needs of the current cohort of students on the SEND register;
- advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review;
- with the SENDCos, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development;
- with the SENDCos, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- with the SENDCos and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

### 6.5 Class Teachers

Each Class Teacher is responsible for:

- planning and providing quality first teaching that is adapted to meet student needs;
- the progress and development of every student in their class;
- working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- working with the SENDCos to review each student's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy and the SEND information report;

- communicating with parents regularly to:
  - set clear outcomes and review progress towards them;
  - discuss the activities and support that will help achieve the set outcomes;
  - identify the responsibilities of the parent, the student and the school;
  - listen to the parents' concerns and agree their aspirations for the student.

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to review student support profiles regarding the provision that is in place for their child. For students with an EHCP, this will take place through Provision Map and the Annual Review Meeting;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the student;
- given a termly report on the student's progress.

The school will take into account the views of the parent or carer in any decisions made about the student.

## 6.7 The student

Students will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- explaining what their strengths and difficulties are; as part of their student support profile
- contributing to setting targets or outcomes;
- attending review meetings;
- giving feedback on the effectiveness of interventions.

The student's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEND information report

The school publishes a SEND 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

### 8.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class Teachers will regularly assess the progress of all students and identify any whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better their previous rate of progress;
- fails to close the attainment gap between them and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- their previous setting has already identified that they have SEND;
- they are known to external agencies;
- they have an education, health and care plan (EHCP);

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving students and parents**

The school will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- we take into account any concerns the parents have;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

We will formally notify parents if it is decided that a student will receive special educational provision.

## **8.3 The graduated approach to SEND support**

Once a student has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. The creation of a student support profile will form a central part of this. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The student's teachers, the SENDCo and Assistant SENDCo will work collaboratively to analyse the student's needs. Parents and students will be involved in this process. The school may also seek advice from external support services.

The assessment will be used to ensure that the support in place is matched to the student's need.

### **2. Plan**

Following the collaborative approach to assessing the needs of a student, the SENDCo and Assistant SENDCo 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 student will be made aware of the student's needs, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Provision Map and will be made accessible to staff through Student Support Profiles.

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

### **3. Do**

The student'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 student. They will work closely with any teaching assistants or specialist staff involved, to ensure any intervention that takes place links to content being covered within a particular subject/topic where appropriate.

The SENDCo will further support the teacher in problem solving and advising on how to implement support effectively for SEND students.

### **4. Review**

The effectiveness of the support and interventions and their impact on the student'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 parents and students;
- the level of progress the student has made towards their outcomes;
- the views of teaching staff who work with the student.

The teacher, SENDCo and Assistant SENDCo will use this information to revise the outcomes and make changes to student support profiles if required, involving students and their parents in this process.

## **8.4 Levels of support**

### **School-based SEND provision**

Students receiving SEND provision will be placed on the school's Inclusion Register. These students have needs that can be met by the school through the graduated approach. Where the student'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 students is funded through the school's notional SEND budget.

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

Where there are identified concerns an Additional Needs Plan (ANP) will be implemented.

### **Education, health and care plan (EHCP)**

Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHCP. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

The provision for these students 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 students will be marked with the code E.

### **8.5 Evaluating the effectiveness of SEND provision**

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

- tracking students' progress, including by using provision maps;
- carrying out the review stage of the graduated approach in every cycle of SEND support;
- using student questionnaires;
- monitoring by the AHT Inclusion, SENDCos and Assistant SENDCo;
- holding annual reviews for students with an EHCP;
- getting feedback from the student and their parents.

### **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The Senior Leadership Team and the SENDCos will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **10. Links with external professional agencies**

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

- Speech and language therapists;
- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists or physiotherapists;
- General practitioners or paediatricians;
- School nurses;
- Child and adolescent mental health services (CAMHS);
- Education welfare officers;
- Social services.

### **11. Admission and accessibility arrangements**

#### **11.1 Admission arrangements**

Arrangements for the admission of prospective students with SEND can be found within the Admissions Process section of the Admissions Policy on the school website. In accordance with the law, children with statements of Special Educational Need or an Education, Health and Care Plan will be admitted to the school where their statement has specifically named the school as the most appropriate placement.

### **11.2 Accessibility arrangements**

Gildredge House aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The school is committed to providing a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school's Accessibility Plan aims to increase the extent to which disabled students can participate in the curriculum, improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and improve the availability of accessible information to disabled students. A copy of the latest Accessibility Plan can be found on the school website.

### **12. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo and/or Assistant Head Teacher - Inclusion. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the respective Head of School in the first instance. They will be handled in line with the school's complaints policy - available on our school website here: <https://www.gildredgehouse.org.uk/home/our-school/policies/>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

### **13. Monitoring and evaluation arrangements**

#### **13.1 Evaluating the effectiveness of the policy**

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.

We will evaluate how effective our SEND provision is with regards to:

- all staff's awareness of students with SEND at the start of the Autumn Term;
- how early students are identified as having SEND;
- students' progress and attainment once they have been identified as having SEND;
- whether students with SEND feel safe, valued and included in the school community;
- comments and feedback from students and their parents.

#### **13.2 Monitoring the policy**

This policy will be reviewed by the SENDCos and Assistant Head Teacher - Inclusion 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.

#### **14. Links with other policies and documents**

This policy links to the following documents

- SEND information report
- The local offer
- Accessibility Plan
- Behaviour for Learning and Exclusion Policies
- Equality Policy
- Attendance Policy
- Child Protection and Safeguarding Policy and Procedure
- Complaints Policy and Procedure
- Exams Policy - Access Arrangements