



Christ's College Guildford

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Christ's College SEND Policy 2023 – 2024

Governor Lead:	<i>Under Review</i>
Nominated Lead Member of Staff:	SENDCo Sophie Hitchens
Status & Review Cycle:	Statutory Annual

School Mission Statement

Christ's College is an inclusive secondary school, which offers a broad, balanced and varied curriculum. We value highly all our students and accept that individuals may have differences in ability, aptitude and levels of skill. Our intention is that every member of the college community is able to achieve the highest possible aspirations. We recognise that students with Special Educational Needs and Disabilities may require additional support in order to achieve this and our aim is to ensure that these students have their needs met within a caring and supportive environment.

The College complies with the SEND Code of Practice 2014 and will make clear the variety of processes by which a student's SEND may be identified. Once this has been done, a variety of provisions may be offered to students according to their individual needs.

This policy and our SEND Information Report (available separately) aim to:

- Set out how our college will support and make provisions for students with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved with providing for students with SEND.

The college building has been designed to ensure physical access for people with disabilities, including wheelchair users. There are adapted toilet facilities and a lift to first and second floor classrooms. The Governors are committed to maintaining a high level of accessibility. Many subjects are set by ability, which ensures the ratio of staff to students is kept low for a high number of students with SEND.

Our shared Christian values of Love, Co-operation, Stewardship, Respect and Service are at the core of everything we believe and these values permeate everything we do, both inside and outside of the classroom. Students are encouraged to recognise the importance of these values within their education but also through their extra-curricular activities, which together will lead to holistic fulfilment as individuals.

We seek to promote high levels of educational progress within a caring Christian community, and to prepare students for life and work post 16.

Key Personnel

The SENDCo is: Miss S Hitchens

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The nominated SEND Governor is: *under review*

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The Acting Principal is: Mr Grundy

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The Acting Chair of Local Committee is: Mr C Chudziak

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1. Definition of Special Educational Needs and Disability (SEND)

At Christ's College, we use the definition for SEND from the SEND Code of Practice (2014) which states:

Special Educational Needs (SEND): 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 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 educational facilities of a kind generally provided for others of the same age.***

2. Key Roles and Responsibilities

The following have key responsibilities for SEND:

- The Local Committee
- The Principal
- The College Leadership Team
- The Special Educational Needs Co-ordinator (SENDCo) and the SEND Team
- All other members of staff

We have Teaching Assistants and Higher-Level Teaching Assistants whose main duties are to support the SEND students in class, run targeted interventions and to liaise with subject staff and the SENDCo.

3. Role of the SENDCO

The SENDCo plays a strategic role in developing and delivering appropriate programmes for students with SEND. Her responsibilities include:

- Overseeing the day-to-day operation of the SEND Department and Team, ensuring TAs are deployed effectively throughout the college
- Implementing, revising and updating the college's SEND Policy
- Working with the SEND Team to co-ordinate specific provision and resources for students with SEND
- Liaising with and giving advice to subject teachers
- Developing and implementing effective systems for assessment, recording and reporting of SEND students
- Planning and monitoring Individual Targeted Provision
- Keeping the SEND register up to date
- Ensuring rigorous systems are in place for effective and efficient record keeping and appropriate sharing with other stakeholders
- Ensuring that relevant background information about children is collected, recorded, updated and disseminated on a need-to-know basis
- Liaising with parents and carers
- Liaising with external agencies
- Contributing to the continuing professional development of staff through delivering INSET and disseminating beneficial information and strategies
- Advising and supporting class teachers
- Ensuring that students in receipt of EHCPs have Annual Reviews in accordance with the requirements of the SEND Code of Practice

Responsibilities of the Local Committee

The Governor with responsibility for SEND is ...*under review*

The Local Committee have a responsibility to ensure that the needs of SEND students are met by overseeing the implementation of the SEND policy. This is done in the following ways:

- By ensuring that a 'responsible person' for SEND is identified on the Local Committee
- By having regard to the SEND Code of Practice when carrying out responsibilities
- By being fully involved in developing and subsequently reviewing the SEND Policy
- By reporting to parents on the college's SEND Policy, including the allocation of resources from the college's budget

All teachers are teachers of children with Special Educational Needs. Teaching children with SEND is therefore a whole college responsibility.

Responsibilities of Subject Teachers

- All teachers must be aware of Christ's College's procedures for the identification and assessment of students with SEND
- All teachers have a responsibility to keep their knowledge, skills and training for working with SEND students up to date
- All teachers have a responsibility to provide 'High Quality' teaching to meet the needs of all students (Teaching Standard 5 – Adapt teaching to respond to the strengths and needs of all pupils)
- All teachers should work with the SENDCo to help implement individualised strategies to enable SEND students and their peers to progress
- All staff need to develop constructive relationships with both SEND students and their parents/carers
- All teachers should be fully aware of the college's SEND Policy

Responsibilities of the Principal

With the appointment of a suitable qualified and experienced SENDCo, the Principal in consultation with the SENDCo has overall responsibility for the successful delivery of support for SEND students throughout the college. Specific responsibilities include:

- The day-to-day management of the college including SEND provision
- Keeping the Local Committee informed about SEND at Christ's College
- Working closely with the SENDCo and making best use of the expertise within the college
- Ensuring parents and carers are fully informed regarding SEND provision which is in place for their child
- Ensuring the college has clear and flexible approaches for working with parents of SEND students which encourage parental involvement
- Ensuring through transparent allocation of budgets, that sufficient resources can be allocated by the SEND Department to ensure SEND students reach their potential

Aims and Objectives

- To raise levels of achievement for all students with SEND by making appropriate provision to meet their needs
- At Christ's College, all students, regardless of their particular needs, are provided with inclusive teaching to enable them to make the best possible progress in college and feel they are a valued member of the wider college community.

Our aims are:

- To provide a safe, happy and inclusive environment where each individual student's views are valued and listened to.
- To educate students in the Christian faith, nurturing individuals' awareness of spirituality, whilst respecting other faiths.
- To work as a team towards common goals for the benefit of all students' progress and development.
- To promote clear and consistent boundaries of social conduct to foster self-esteem.
- To work in partnership with parents at all times by encouraging them to be actively involved in assessing their children's needs, making decisions, monitoring and reviewing provision.
- To work cooperatively with outside agencies and the wider community to enrich the provision and college life of our SEND students.
- To ensure that all students with SEND will meet or exceed the high expectations set for them based on their age and starting point.
- To use our best endeavours to give students with SEND the support they need.
- To ensure that there are ambitious educational and wider outcomes for children with SEND planned together with parents/carers, the college and outside agencies, where appropriate.
- To ensure that all students become confident individuals, able to make a successful transition on to the next phase of their educational journey and into adulthood.

Our objectives are:

- To ensure that all students have access to 'inclusive high quality teaching' with the greatest possible access to a broad and balanced curriculum.
- To meet all the requirements and provisions contained in the SEND Code of Practice (2014).
- To ensure a clear process is in place for identifying, assessing, planning, providing and reviewing students who have SEND.
- To implement systems for careful assessment and monitoring so the curriculum can be tailored to the needs of our SEND students.
- To ensure that students and their parents/carers are at the centre of all decision-making processes.
- To develop effective whole college provision management of targeted and specialist support for students with SEND.
- To provide a range of appropriate resources to promote achievement.
- To involve and support all teachers and non-teaching staff directly concerned with identified students.
- To provide support and advice for all staff to help them meet the needs of SEND students.
- To provide regular training for all staff in matters relating to all aspects of SEND.
- To establish links with other schools and colleges in order to share good practice, experience and information to support SEND students through every transitional phase
- To foster an atmosphere in which SEND students feel valued, know they are seen as individuals with differing interests, knowledge and skills so they may develop a sense of self-worth and achievement.
- To develop a whole college ethos where every teacher is a Special Educational Needs teacher.
- To ensure effective communication relating to students with SEND.

It is important that the needs of an individual are recognised early so that interventions can be put into place effectively and as soon as possible to ensure students make progress at all stages of their college career.

Needs can change over time and can be dependent on the educational setting. It is important that systems are in place for the regular monitoring and evaluation of SEND student progress. Christ's College appreciates this responsibility and ensures appropriate systems are in place.

4. Identifying Special Educational Needs and Disability

At Christ's College, students who have been identified as needing additional support are placed on the SEND register. The learning difficulty will usually impact on their ability to learn, access the curriculum and/or make progress in line with their peers. These students may require SEND Support Arrangements, and will need to have met at least one of the criteria from the four categories outlined in the SEND Code of Practice (2014). These categories are as follows:

- **Cognition and Learning:**

Students learn at a slower pace than their peers, even with appropriate differentiation.

- **Communication and Interaction:**

Students with Speech, Language and Communication Needs (SLCN) have difficulties communicating with others. They may have difficulty saying what they mean, understanding what is being said, processing instructions or understanding or using social cues.

- **Social, Emotional and Mental Health:**

Students in this category of need may experience a wide range of social and emotional difficulties that may manifest themselves in different ways.

- **Sensory and/or Physical:**

Students in this category will usually have a disability, which may require some adaptations in order for the students to meet their full potential. (Hearing Impairment (HI), Visual Impairment (VI) and/or other physical disabilities.)

5. Identification and Assessment:

All staff have a responsibility for identifying students with SEND. Subject Leaders have the overall responsibility of ensuring that the curriculum is differentiated and delivered in an inclusive manner in their subjects. SEND should be an agenda item for all department meetings. If a student is not making expected progress despite the lessons being differentiated, referral to the SENDCo should be made. These identified students may then follow a staged approach of intervention, as advised by the SEND Team to provide the support required to help them reach their potential.

Christ's College uses a wide range of assessments and diagnostic tools to identify students who may have a special educational need or disability. These include:

- KS2 results and information from primary schools
- Internal tracking
- Information from parents
- External Agency Reports from the Educational Psychology, Behaviour Support, Learning and Language, Physical and Sensory Support and the ASD Outreach Services and the Speech and Language Therapist.
- Internal subject assessments
- Reading and spelling tests
- Online tests including LUCID and CAT4
- Referrals from students

- Relevant staff including the subject teachers, Progress Leaders and the SENDCo will consider information about the student's progress, alongside national data and expectations. Parents and students are also involved in the process, so everyone can develop an understanding of the student's strengths and difficulties and can be part of the agreed outcomes and next steps.
- Christ's College makes careful use of all information that comes to us from our feeder primary schools. Additionally, we test all the new intake Year 7s on the LUCID test and frequently on separate reading and spelling tests. Results from these inform any strategies given to staff to support these students.
- The SENDCo and the relevant Progress Leader will oversee admissions involving any student with already identified SEND, meeting the child where possible and discussing the student's needs with the primary school SENDCo. This is carried out so provision can be planned and SEND information made available for staff before the new students arrive. The SEND Department provides Additional Transition Days for vulnerable Year 6 students.
- Parents, carers and other professionals may also raise concerns via the SENDCo, which may lead to further assessments in college or via external support agencies.
- The SEND Register is a working document and is updated regularly by the SEND Team.

All staff are made aware of Christ's College students with SEND. The needs of the students and suggested strategies are provided to all staff through the SEND databases. Guidance is regularly updated whenever new or additional information becomes available.

Assess Plan, Do, Review cycle:

In determining a student's needs, Christ's College follows Surrey's Assess, Plan, Do, Review cycle.

Assess: Regular assessment of students' needs, so progress and development can be carefully tracked. These assessments may be ameliorated by input from other education professionals, e.g. Educational Psychologists (EPs), Health, and Children's Services.

Plan: Where SEN Support is required, the teachers and/or pastoral staff and SENDCo will create a SEND plan outlining adjustments, interventions and support to be put in place. These interventions and strategies are shared with all teachers and classroom support staff and progress is monitored by the SENDCo. We encourage parents and young people to be actively involved in this process.

Do: Subject teachers are responsible for implementing the support strategies suggested on a daily basis. Staff may also liaise with the SENDCo, who can provide support, guidance and advice for staff. Teaching Assistants may provide some of the support set out in the plan and help to monitor progress.

Review: The SEND plan will be regularly reviewed by teachers, the pastoral team, the SENDCo, the parent/carer and the student. This will inform the planning of next steps or where successful, the removal of the student from SEN Support.

This is a four-part cycle, designed to promote increased understanding of the student's needs and what further support may be required to help with the student's progress. It is known as the **Graduated Approach**.

For further information, see Surrey Local Offer at:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=LWrdUQGtR2A>

Exam concessions or Access Arrangements (AAs) will be arranged for internal and external assessments where students meet the criteria set by the examination boards.

All teachers are responsible and accountable for the progress and development of students in their classes, including those where students have support from Teaching Assistants or specialist staff. All students will

receive **high quality teaching**, where differentiation by the teachers is the first step in responding to students who may have SEND.

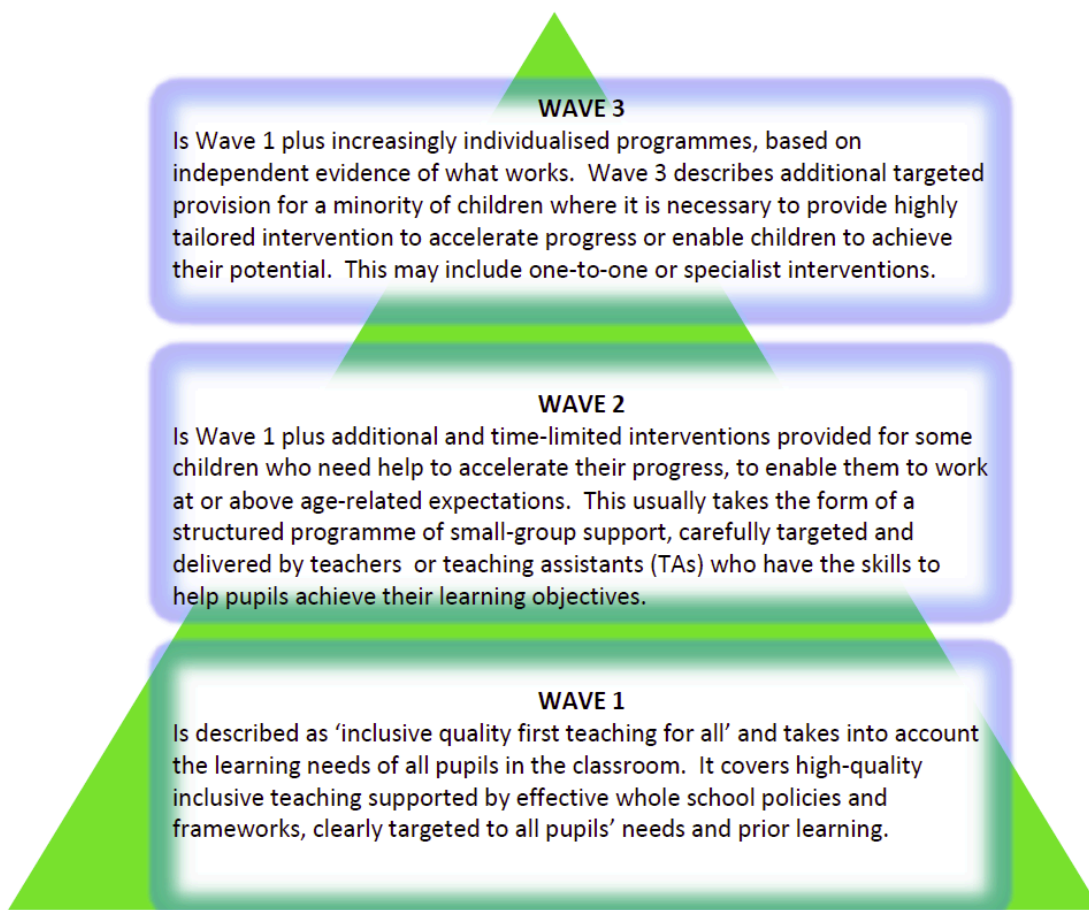
Strategies for Raising Achievement for SEND Students

A variety of strategies are employed to provide support for SEND students in Christ’s College. The following approaches and interventions are currently used:

- Differentiation by outcome and by task
- In-class support
- Small group interventions for Literacy, Numeracy and Emotional Difficulties
- Homework Club (pre and post COVID)
- Speech and Language Therapy sessions run by TAs who have been specially trained by the Speech and Language Therapist
- Screening and Applications for Access Arrangements in examinations

6. The Three Waves of Provision at Christ’s College

The diagram below supports an understanding of the Three Wave System at Christ’s College.



What does ‘Additional Support’ mean? (Wave 2 and Wave 3)

Additional Support refers to individual/group interventions, which are additional to, or different from the provision provided at Wave 1. SEND Support can take many forms dependent on need. These could include:

- A special learning programme for your child, e.g. Tutor Time Reading Sessions, etc.

- Extra help from a teacher or a Teaching Assistant, which can be in class or in a short withdrawal session
- Adapted learning materials and equipment
- Working in a small group for spelling, reading, writing and/or Maths
- Observations in class or at break/lunch time
- Mentoring/ Pastoral/SEMH support
- Literacy and/or Numeracy Intervention
- Use of laptops or Reader Pens in the classroom and for examinations
- Teacher led focused groups
- Access to an Emotional Literacy Support Assistant (ELSA)
- A 'go to' person whom the student can speak with when feeling overwhelmed or frustrated
- Access to the Learning Support Area when the student feel they may be losing control of their emotions in the classroom
- Access to a 'go to' person or mentor
- Support with physical or personal care difficulties, such as eating, getting around college safely, toileting and dressing
- ADHD/ASC workshops
- Access Arrangements for examinations
- Referrals to Young Carers, Early Help or ND Spokes
- Referrals to relevant outside agencies (CAMHS, for example) including the Support Services outlined in Section 5 above

Criteria for exiting the SEND Register

If a student is making good progress and no longer meets the criteria for inclusion on the SEN Code of Practice, they will be removed from the SEND register. The child would continue to be monitored by their subject teachers, the SENDCo and their Progress Leader, to ensure that their attainment continues to be 'meeting' or 'exceeding' age expectations.

7. Supporting parents/carers and young people (the College Offer)

Our 'College Offer' outlines the support that is available for children with SEND and can be accessed through our website: <http://www.christscollege.surrey.sch.uk>

8. Supporting Students with Medical Conditions

The College has a policy for supporting students with Medical Conditions, a copy of which can be obtained from the College office.

9. Monitoring and Evaluating Special Educational Needs

The SEND Governor meets with the SENDCo regularly and the SENDCo attends Governors' meetings when required. Written reports and analyses of interventions and outcomes are reported to the Local Committee.

SEND provision is regularly and carefully monitored and overseen by the SENDCo and reviewed with the Principal and Vice Principal.

At Christ's College, we continuously strive to improve our evaluation and monitoring practices. The SENDCo attends network meetings, local partnership groups, and relevant courses, to stay informed of best practices.

Provision and Monitoring:

Every intervention will be monitored for effectiveness. This can be done in a variety of ways including:

- Observations
- Reading and spelling tests
- Online tests
- Feedback and evaluation forms
- Discussion with students, parents, teaching staff and the pastoral team
- Review of tracking for academic progress
- Review of tracking regarding conduct including detentions, fixed-term exclusions, time in the Focus Centre
- Meetings with parents, Including Annual Reviews of EHCPs. These are held within a twelve-month period of any previous review. All staff involved with a student will be expected to contribute to a formal report of the student's progress for this review.

Moving from Wave 2 to Wave 3

The outcomes of our SEND students are regularly reviewed and monitored. However, there are a few occasions where, despite high quality teaching and purposeful intervention at Wave 2, a small number of students may make inadequate progress, given their age, starting point and particular circumstances. For these students it may be appropriate to consider whether the college should apply for a formal assessment by the Local Authority with the subsequent possible application for an Educational Health Care Plan (EHCP), which would trigger Wave 3 Intervention.

10. Training and Development

In order to maintain and develop the quality of teaching and provision for SEND students, all staff are encouraged to undertake regular training to continue their professional development. This incorporates work led by colleagues in college and by outside agencies to develop teachers' own pedagogy, which will positively impact on all students' learning. Training with a SEND focus is included in INSET days, at briefing meetings and through the weekly forum.

The SENDCo offers drop-in and guided sessions to support staff in teaching students with SEND.

11. Storing and Managing Information

All data on children, whether electronic or paper based, including reports and assessments from external agencies, are stored securely in accordance with the College's confidentiality procedures and GDPR guidelines. Information on all SEND reports will be given to staff on a need-to-know basis to ensure confidentiality.

12. Comments, compliments and complaints

Any complaints arising under this policy should be addressed in the first instance to the SENDCo. If a satisfactory outcome is not reached, the Principal should then be contacted. If a concern cannot be satisfactorily resolved by the SENDCo and/or Principal, the College Complaints Policy should be initiated.

13. Access to this policy

A copy of this policy is on the website and available from the College office.

14. Context

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND information Report Regulations (2014)

- SEND Code of Practice 0-25 (2014)
- Statutory guidance on Supporting Students at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 3 framework document September 2013
- Teachers' Standards 2012
- Child Protection and Safeguarding Policy
- Accessibility Policy
- Disability Policy

This policy will be regularly reviewed and updated. The Local Committee will next review this policy in July 2025.