

SEND Information Report 2025-26

1. Objectives and principles of the Learning Support Faculty in relation to SEND

To ensure that all pupils have access to a broad and balanced curriculum differentiated to meet their individual needs:

- ❖ Advice on early identification of pupils with SEND and assessment of their needs
- ❖ Provision of reasonable and appropriate interventions for pupils with SEND
- ❖ Support all staff to be teachers of SEND; being part of the process of identification, differentiation and addressing individual needs.
- ❖ Encourage a positive attitude towards SEND across the whole school
- ❖ Encourage an effective parent partnership to support parents to understand and support their children's needs at home
- ❖ Encourage pupils to participate in decision making; seeking their views and taking these into account
- ❖ To pay regard to the SEND Code of Practice (2015) – SEND is defined as:
 - **“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.”**

The school's SEND policy outlined within the SEND Information Report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- ❖ Equality Act 2010:
- ❖ SEND Code of Practice 0-25 (September 2014)
- ❖ Schools SEND Information Report Regulations
- ❖ Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- ❖ Teachers' Standards 2012
- ❖ Safeguarding Policy
- ❖ Accessibility Plan

Staffing

The Learning Support Faculty consists of the following individuals who are involved in supporting pupils with SEND include:

- ❖ Director of Learning Support – Gemma Smith
- ❖ SENDCo – Suad Jarada
- ❖ SEN Consultant – Charlotte Francis Finch
- ❖ PT SENDCo – Maree Thorn
- ❖ SEND Advisor – Leda Dadkhah (part time)
- ❖ SpLD Specialist Teacher – Dr Rachel Ward (part time) / Janet Koike (part time)
- ❖ Link SENDCos – Heads of Learning for each year group

Learning Mentors

- ❖ Year 7 – Tanya Wray – Year 7
- ❖ Year 8 – Jeavon Moo Young – Year 8
- ❖ Year 9 – Geoff Leslie
- ❖ Year 10/11/12/13 – Daniella Dookey

Counsellors

- ❖ Counsellor – Everton Augustus
- ❖ Counsellor – Aretha Moore
- ❖ Art Psychotherapist – Holly Robertson

Teaching Assistants

The Norma Gibbes Supplementary School (off-site provision)

- ❖ NGSS Manager – Jennifer Blake
- ❖ NGSS Teaching Assistants
- ❖ NGSS Academic Tutors

The Gibbes Academy of Excellence (off-site provision)

- ❖ Director of Behaviour for Learning – Gwen Boyd
- ❖ GAE Teaching Assistants
- ❖ GAE Academic Tutors

Learning Support Centre

- ❖ Stephen Dennington – LSC Teacher
- ❖ LSC Teaching Assistants

Conflict Resolution Centre

- ❖ CRC Teaching Assistant

Ethnic Minority Achievement

- ❖ Head of EMA – Ajaz Aslam

External specialists:

- ❖ Southwark QTVI (Qualified Teacher for Visual Impairment)
- ❖ Lottie Taylor – Teacher of the Deaf
- ❖ Jacqui Noels – Educational Psychologist
- ❖ Stephen Hack and Paige Borrett – Speech and Language Therapist
- ❖ Southwark Autism Advisory Teacher- BeyondAutism

2. 'A CULTURE OF EXCELLENCE'

At the heart of Kingsdale Foundation school's 'Culture of Excellence' is a commitment to improve the lives of all students by helping them to become the 'best that they can be', perceiving learning as an exciting journey that they will continue throughout their lives.

Kingsdale Foundation School is proud of its highly inclusive ethos and commitment to offer (within the compatible use of resources), an inclusive curriculum ensuring that every student, irrespective of need, receives the best education possible and demonstrates high aspirations for their own future. In striving towards continuing improvement, the school's efforts have been recognised through the achievement of the status 'Flagship School' under the prestigious 'Inclusion Quality Mark'

At Kingsdale, we strive to achieve our aim through delivering personalised support, which is focused on removing all barriers to learning. We believe passionately in the potential of all our students and we strive to ensure that every student, whatever his/her need, is successful in achieving their own personal goals through appropriate personalised support and intervention.

The well-being, personal development, progress and success of every child at Kingsdale is of the greatest importance and this requires:

- ❖ A child centred approach – the students to be at the centre of initiatives to improve attainment and progression;
- ❖ An environment where staff can collaborate and develop professionally to improve the quality of provision;
- ❖ The open exchange of information and the sharing of expertise.

ASPIRATIONS

The values of Kingsdale Foundation School are integral to supporting students with SEND and aim to provide:

- ❖ Consistently excellent teaching - unlocking of the potential of all. At Kingsdale we recognise that there does not exist a 'One size fits all' approach when working with our young people.
- ❖ opportunities to grow academically, personally and culturally - an on-going drive to achieve academic and personal success

- ❖ an inspiring, challenging and supportive environment where they are known well, included, valued and heard - ensuring provision matches need
- ❖ nurturing support to ensure that students feel happy, safe, and are respectful of others.

EXPECTATIONS

Kingsdale Foundation School works in collaboration with Southwark SEND, drawing upon its expertise and helping support the Local Authority's 'local Offer'

(The Local Offer is a statutory requirement on the LA to publish in one place a summary of all the educational, health and social services support available within the authority).

A copy of Kingsdale's SEND Information Report in compliance with the SEND Code of Practice 2014 is available on the school's website and this report will be updated annually at the start of a new academic year.

This policy complies with the regulations of the Children & families Act 2014 and the revised SEND Code of Practice 0 - 25 years 2014 which requires schools to provide:

"High quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

3. IDENTIFYING STUDENTS WITH SEND

Definition of SEND

'A 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. Children and young people who have SEND may also have a disability under the Equality Act 2010.

Where a young person is covered by SEND and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEND planning and review.' CoP 2014

Students identified as having a SEND fall into one of two categories; those requiring **SEND Support** and those with **EHCPs (Education and Health Care Plans)**

Kingsdale Foundation School accommodates provision for pupils with difficulties in:

Communication and Interaction

- ❖ Speech, language and communication needs (SLCN)
- ❖ Autistic Spectrum Disorder (ASD)

Cognition and learning

- ❖ Specific Learning Difficulties (SpLD)
- ❖ Moderate Learning Difficulties (MLD)
- ❖ Attention deficit hyperactivity disorder (ADHD)

Social emotional and mental health (SEMH)

- ❖ Attachment disorder
- ❖ Behavioural difficulties
- ❖ Depression/ anxiety/ self-harm

Sensory and/ or physical

- ❖ Hearing impairment
- ❖ Visual impairment
- ❖ Physical disability

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken, not to fit a student into a category. When reviewing a child's needs, a holistic, 'whole-child' view is considered – not just their special educational needs.

Education, Health and Care Plans (EHCPs)

A minority of students will have an Education Health and Care Plan (previously a statement of special educational need) which sets out the area of need as well as the arrangements required to support those needs.

The Consultation Process:

Where a student with an EHCP wishes to go onto Kingsdale's school roll, the Local Authority is obliged to consult with the school in order to determine whether the school is able to meet and support the needs identified within the EHCP. This applies to students transitioning from Primary school and to students wishing to join the school mid-term. Once in receipt of the Consultation documents (including a copy of the EHCP) the school has 15 days in which to respond.

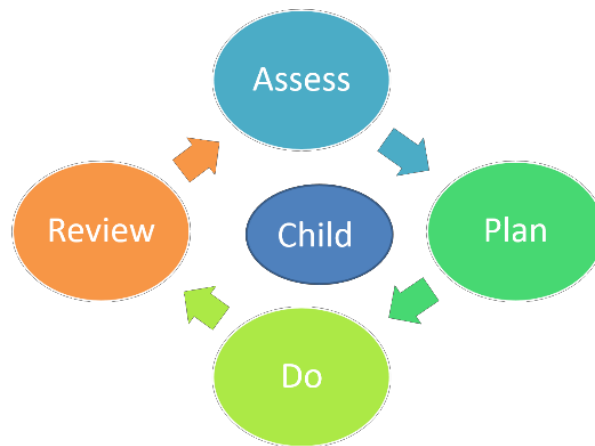
For students identified during their educational career at Kingsdale, base line data is collected, and any necessary additional testing is carried out. Based on findings the _____

SENDCo may decide, in collaboration with the parent/carers, that an EHCP application is appropriate.

4. MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

The graduated approach to SEND support

The provision at Kingsdale Foundation School is based on the graduated approach cycle of: Assess, Plan, Do, Review.



WAVE 1 - Quality first teaching for all learners

- Differentiation for learners identified as requiring additional support in class; this may include pupils who are underachieving and also those for example, who require additional time to process information/ IT/ sympathetic consideration but are otherwise managing in class.
- Attendance to school advised interventions e.g. homework club

The first step in responding to students who have or may have SEND is wave 1, *quality-first teaching* which is differentiated. 'Teachers are responsible and accountable for the progress and development of all students in their class'. Where a concern is raised about a student in class the first step is for the subject teacher to assess the student's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher's response should follow the 'assess, plan, do, review' structure. The SENDCo will work with faculties and individual teachers to support quality first teaching strategies for students with SEND.

Intervention and support cannot compensate for a lack of good teaching. High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This is done through a variety of means including faculty meetings, climate walks (observing progress of students in class), book scrutinies (reviewing feedback and student progress), student voice and other quality assurance measures.

If evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress in academic, social or other areas, then timely interventions may take place through the;

- ❖ Subject teacher
- ❖ Form Tutor,
- ❖ Head of Learning (Link SENDCo)
- ❖ Head of Faculty

If the problem remains unresolved (after a range of appropriate support strategies have been tried), then a referral to the SEND department will be made. The SENDCo will then begin to work collaboratively with the teacher, the child and the family to identify if the child needs additional or different support.

WAVE 2 – SEND Support

Pupils who have a special educational need as defined by the SEND Code of Practice 2014, will be offered additional SEND support.

This may include:

- ❖ Differentiated lesson objectives, teaching style, seating plan, additional or differentiated resources to suit the learning needs of pupils, handouts etc
- ❖ Additional support out of class: e.g. withdrawal to work in a small group/ 1:1/ in the LSC/ dyslexia support or assessment/ support from specialist teachers or external providers.
- ❖ Access arrangements in exams

These actions form part of the *graduated approach* - Assess, Plan, Do, Review cycle of support. This cycle of support will be refined and revisited to develop an understanding of the pupil's needs and what supports their attainment.

Assess

- ❖ Class teachers/ Head of Learning share pupils' needs including teacher assessments, pupil and parents' views, school's approach to date, attendance and behaviour
- ❖ Class teachers/ Head of Learning share pupils' individual progress in comparison to their peers.
- ❖ SEND Advisor/ SENDCo arrange additional assessment e.g. for access arrangements/ external agency etc where reasonable or recommend assessment routes to parents.

Plan

- ❖ Where SEND Support is required, the SENDCo/ SEND Advisor will notify the parent/ carer and interventions and support to be put in place will be agreed. Impact on progress will be monitored with an agreed review date.
- ❖ All teachers and support staff will be made aware of pupils' needs and interventions being put in place and their purpose

Do

- ❖ Support and interventions will be based on reliable evidence of effectiveness and be provided by suitable staff
- ❖ The class teacher remains responsible for working with the pupil even when the pupil is withdrawn for one-to-one teaching away from the main class/ subject teacher
- ❖ Teachers and Heads of Learning will work with Learning Support Faculty staff to support and assess the impact of any interventions
- ❖ The SENDCo/ SEND Advisor will support the class teacher in problem solving and advising on implementation of the support with external agency advice where needed

Review

- ❖ The SENDCo/ SEND Advisor/ Heads of Learning will arrange an agreed date for review
- ❖ The impact of the support will be evaluated, along with the views of the staff providing the support, teachers, pupil and their parent/ carer
- ❖ Any changes to the provision will be agreed
- ❖ Additional specialist guidance will be sought if required
- ❖ Interventions for pupils who are on the SEND register will be monitored by Learning Support Faculty staff

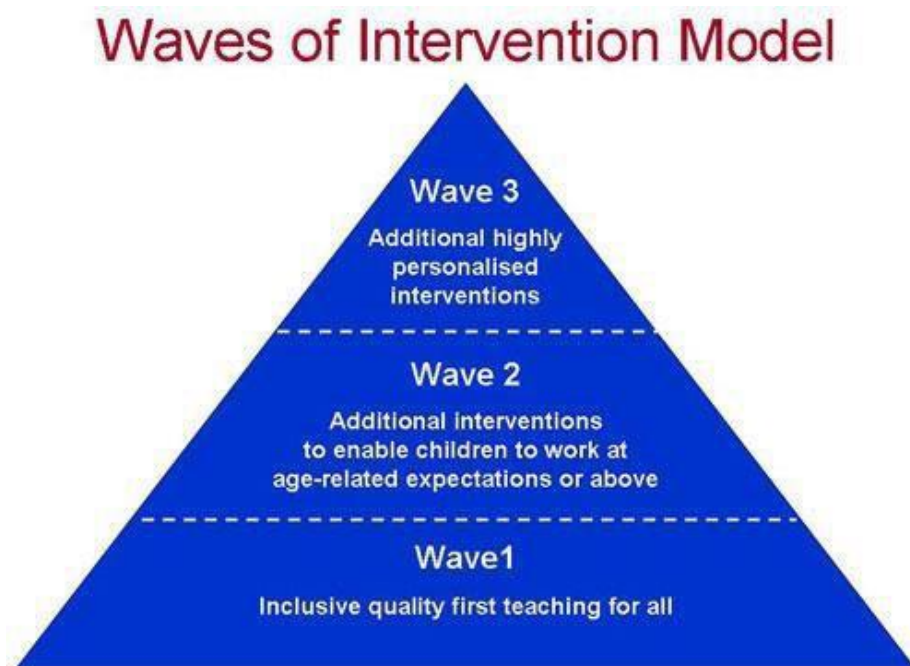
On the rare occasions where a pupil has significant needs which cannot be met by SEND support, it may be necessary to consider an application for an Education and Health and Care Plan (EHCP)

WAVE 3 – EHCP

Where a pupil continues to make little or no progress following the Assess, Plan, Do, Review cycle, and the pupils' needs cannot be reasonably provided from within the SEND notional budget, a request will be made to the Local Authority (LA) to conduct an EHCP assessment.

Following this request, the LA will determine whether a statutory EHCP assessment is necessary, make a decision and communicate this decision to the pupil's parent/ carer. This process should follow statutory timescales not longer than 20 weeks.

EHCPs, once issued, are formally reviewed annually and are used for ongoing monitoring of pupils' progress. The pupil, parents/ carer and external agencies involved with the pupils will be invited to attend this meeting, particularly for transition reviews (Year 9, 11, 13) Support arrangements are discussed with parents and the student to ensure that resources are being used to maximum effect. A representative from the Local Authority is routinely invited to attend all Annual Reviews.



The provision for students with SEND continues to be underpinned by the graduated approach cycle

All students with EHCPs are monitored by a Lead Professional from the SEND Team who works in conjunction with the form tutor and family to:

- ❖ Be main point of contact and main liaison for parents and families;
- ❖ Review the student's academic progress and attendance regularly;
- ❖ Review the student's needs regularly and act on this, focusing on clear outcomes that are to be achieved within an agreed time;

- ❖ Monitor relevant student documents (Individual Support Plans (ISPs), Health Care Plans etc.);
- ❖ Attend relevant meetings; (including Annual Reviews)
- ❖ Liaise with or refer to outside agencies, as required;
- ❖ Share key information with other staff, pastoral updates and safeguarding information as required;
- ❖ Meet with student and parents, as required;

Information about students with SEND is recorded on SIMS, the SEND register, the Health and Safety file and through personalised ISPs.

The school uses funding from the 'Notional SEND budget to offer some of the following internal support provision (this is not an exhaustive list):

- ❖ In-class support
- ❖ Dyslexia/ Dyspraxia intervention
- ❖ Autistic Spectrum Disorder (ASD) intervention
- ❖ Literacy support
- ❖ Numeracy support
- ❖ Mentoring
- ❖ Counselling
- ❖ Art Therapy
- ❖ Behavioural support
- ❖ IT resources (laptops & tablets)
- ❖ Homework Club
- ❖ Lunchtime Club
- ❖ Social Skills and SEMH (social, emotional and mental health) intervention
- ❖ Exam access arrangements
- ❖ Quality First Teaching (QFT)

Access Arrangements

The Learning Support Faculty will liaise with exams to ensure effective identification and implementation of access arrangements for SEND pupils. Access arrangements are reasonable adjustments which are made to exams, tests and assessment for pupils with additional learning needs and vary from child to child. The most common access arrangement is 25% extra time. Standardised scores are required for most access arrangements in line with JCQ guidelines. In house assessments can be carried out by Dr Ward / SEND Advisor. Please email to request this with reasons why you think the child may require access arrangements.

Access arrangements are the responsibility of the SENDCo, however, these are supported by the SEND Advisor and the Examinations' Officer.

The range of access arrangements which pupils may be eligible for vary; these include:

- ❖ 25% extra time
- ❖ Use of a reading pen/ reader in rare cases
- ❖ Use of a laptop
- ❖ Use of a scribe in rare cases
- ❖ Use of a prompter (to support concentration and perseverance)
- ❖ Use of a bi-lingual dictionary in some cases
- ❖ Separate room
- ❖ Supervised rest breaks
- ❖ Modified enlarged paper

5. MONITORING AND EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures.

The Director of Learning Support provides a regular update on SEND issues via the termly 'Report to Governors.' Annually the SEND Team are required to make a presentation to the Governing body outlining what has been achieved during the previous year as well as outlining any proposed initiatives for the forthcoming year/s

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

Compliance and Entitlement

The role of Entitlements and Compliance officer was created to add another layer of monitoring on the work of the SEND department. Where a parent/carer feels the SEND department have either, not been compliant in putting interventions in place or have failed to recognise a specific entitlement. The designated officer will review the case objectively and will work collaboratively with SEND to find a solution which is acceptable to all parties.

Data evaluation

- ❖ Students placed on an intervention programme may be assessed before and after the programme in order to measure the progress they have made. Following this the decision is taken as to whether more support is needed.
- ❖ Whole school data collections provide an opportunity for SLT and governors to review progress of students with SEND in relation to their predicted target grades.
- ❖ Annually the SEND department will make a presentation to governors. This provides an opportunity to review progress made by students with SEND and for the department to outline future developments.

Most needs in relation to SEND can be met within mainstream settings out of school's own resources

Where a student identified as having special educational needs is making little or no progress through the 'assess, plan, do, review' approach which would be offering both quality teaching and targeted provision, the SENDCo may decide that an EHCP application is necessary in order to finance any additional necessary, intervention, over and above that which has been hitherto financed from the SEND Notional budget currently standing at £6000.

External expertise

The Learning Support Faculty where necessary, draws upon the expertise of external providers. The Learning Support Faculty works closely with the Local Authority who are able, to support a range of interventions not currently available within the school. These include;

- ❖ Communication and interaction (autism and speech, language and communication needs);
- ❖ Cognition and learning (e.g. specific learning difficulties, dyslexia, dyscalculia);
- ❖ Speech and Language support (SALT is a traded service, which incurs fees for work undertaken.
- ❖ Sensory and physical (hearing impairment, visual impairment, physical and medical needs)
- ❖ Social, emotional and mental health. (CAHMS/ virtual school support)
- ❖ Educational Psychology is a traded service (since Sept 2016), which incurs fees for work undertaken.

6. SUPPORTING STUDENTS AND FAMILIES

For further information on SEND at Kingsdale Foundation School, please see our school website.

Further information and advice on meeting SEND in schools is available from the government through the SEND Code of Practice 0-25 (September 2014)

Close home-school liaison is key to an effective partnership and mutual support.

Home/School Links include:

- ❖ Parents' evenings
- ❖ Induction evening
- ❖ 'settling in' evenings
- ❖ SEND Internal Progress Review Meetings
- ❖ Annual reviews
- ❖ Individual 1-1 meetings where appropriate and depending on need.
- ❖ Team around the child meetings (TACs)
- ❖ Letters, phone calls and emails - parents are encouraged to contact the school to speak to the student's Key Worker in the first instance.

7. SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Kingsdale Foundation School recognises that students at the school with medical conditions should be properly 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.

Role of Teachers and Support Staff

Staff who have a student with medical needs in their class will be told of the nature of the condition and as to when the student may need extra attention. They will also be made aware of what action should be taken if an emergency should arise. All curriculum activities will be risk assessed appropriate to their medical needs. All supply staff will be made aware of the medical needs of individual students, where appropriate.

Appropriate members of staff will be responsible in collaboration with the school Nurse, for drafting and disseminating all medical care plans.

Role of the Parent/Carers

Parents/carers are a child's main carer. They are responsible for making sure that their child is well enough to attend school in the first instance. Parents/carers are also responsible for informing school, in writing, of their child's medical condition and/or needs.

Parents/carers should keep children at home when they are acutely unwell – guidance from the Health Protection Agency advises children who are suffering from sickness and diarrhoea should be kept away from school for 48 hours from the last episode of diarrhoea or vomiting and should be excluded from swimming for 2 weeks following last episode of diarrhoea.

It is the parent/carer's responsibility to inform the school of any medical condition that could impact on the student's health and safety welfare, behaviour etc. during the school day, either at the time of the child's admission to the school or when a medical condition develops.

Where necessary, parents/carers will be asked to provide the school with sufficient written information about their child's medical needs.

All information received will be treated in line with the school's confidentiality and GDPR policy

It is the parent/carer's responsibility to ensure any medication required to be kept in school is collected and replaced when use by date has expired e.g. epipens, inhalers.

School Staff Administering Medication

Teachers' conditions of employment do not include giving medication or supervising a student taking it.

The school has a number of designated first aid officers, among the Support Team, who are not medically trained but are available to supervise/administer medication during the school day.

The school has a Pupil Support office which will take responsibility for storing medicines required during the school day

There is no legal duty that requires school staff to administer medicines. However, any member of staff who agrees to accept responsibility for administering on-going/life sustaining prescribed medication to a student will have proper training and guidance if required. The type of training will depend on each individual case and the advice of the School Nurse Service.

School will not accept any medicines: without written parental/carers consent; that have been taken out of the container as originally dispensed; or make changes to dosages on parental/carers instructions.

Students and medication

The School will support and encourage students, in consultation with their parents/carers, who are able to take responsibility for managing their own medicines.

For those students considered to be disabled and/or with special educational needs who have a medical condition, provision detailed within the health section of their Education, Health and Care (EHC) plan will be used in line with: Special Educational Needs and Disability (SEND) Code of Practice and Equality Act 2010.

Students with a long-term illness should, whenever possible, assume complete responsibility, under the supervision of their parent/carers, for managing their own medicines.

Students should know where their own medicines are stored and who holds the key.

Students are allowed to carry their own inhalers where appropriate, with spares kept in the medical cupboard located in the Pupil Support office.

8. TRAINING AND RESOURCES

In order to maintain and develop the quality and teaching and provision to respond to the strengths and needs of all students, training for staff is identified and planned through the school's Continuous Professional Development Programme.

New staff, trainee teachers and early career teachers undertake induction on taking up a post at Kingsdale Foundation School and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice.

During the initial training days at the start of the academic year the SEND Department gives a presentation to all staff about SEND provision. Staff are also briefed via the school's Health and Safety file on all students with additional (including medical) needs. It is incumbent on all staff to read through this file on a regular basis and to sign to verify that they have done so.

A representative from the Learning Support Faculty will regularly attend any relevant Southwark based training or information sessions.

9. ROLES/ RESPONSIBILITIES AND CONTACT DETAILS

**Every teacher is a teacher of every child or young person
including those with SEND**

Name	Role	Contact details
Gemma Smith	Director of Learning Support	Telephone: 020 8655 9759 E-mail: senco@kingsdale.southwark.sch.uk
Suad Jarada	SENDCo	
Maree Thorn	PT SENDCo	
Leda Dadkhah	SEND Advisor	
Charlotte Francis Finch	SEND Consultant	sendconsultant@kingsdale.southwark.sch.uk

Key Responsibilities of the SENDCo include:

- ❖ Overseeing the day-to-day operation of the school's SEND policy
- ❖ Co-ordinating provision for children with SEND
- ❖ Advising on the graduated approach to providing SEND support
- ❖ Advising on the deployment of the school's delegated budget and other resources to meet needs effectively.
- ❖ Being a key point of contact with external agencies, especially the LA and its support services.

- ❖ Working with the Headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- ❖ Liaising with a range of professionals
- ❖ Ensuring the school keeps the records of all students up to date
- ❖ Monitoring, reviewing and evaluating SEND policy

The class teachers are responsible for:

- ❖ The teaching and monitoring of all pupils in their classes and identifying and reporting any SEND concerns as soon as possible.
- ❖ Planning and delivering a differentiated curriculum to ensure all children with SEND are fully included in lessons
- ❖ Raising initial concerns at departmental/faculty meetings,
- ❖ Monitoring individual progress and setting appropriate student targets
- ❖ Seeking advice and support from the Learning Support Faculty, Heads of Learning and colleagues to help them to meet the specific needs of the pupil
- ❖ Monitoring pupil progress
- ❖ Taking part in planning with the SENDCo/ SEND Advisor and TA's to ensure quality provision for pupils with SEND
- ❖ Reading and digesting information on the SEND register and in any provision plans regarding recommended strategies

Heads of Learning are responsible for:

- Acting as link SENDCos and providing support and guidance to teachers as well as liaising with Learning Support Faculty staff and parents regarding pupils' needs
- Monitoring the implementation of the SEND policy at a year group level
- Ensuring discussion of SEND students at appropriate meetings,
- Liaising with the SENDCo in relation to parent/carers concerns.
- Supporting the Learning Support Faculty in gathering information from teachers such as round robins, evidence for access arrangements, input into annual reviews, attending meetings with parents, sharing professional advice etc.
- Supporting and attending TAC meetings/ EHCP review meetings etc

Learning Support Faculty Staff are responsible for:

- ❖ Supporting pupils to learn as effectively as possible both in groups and individually both in and outside the classroom
- ❖ Assisting in supporting areas of specific difficulty
- ❖ Supporting pupils with concentration and focus to help them to complete tasks
- ❖ Liaising with teachers regarding pupils' needs and discussing differentiation strategies
- ❖ Supporting with the development of differentiated resources
- ❖ Supporting with the management of pupils' social interactions and behaviour to support their learning and that of their peers

- ❖ Supporting the SENDCo and SEND Advisor with the implementation of an identified programme of support either in the classroom or via withdrawal
- ❖ Completing records/ reports to monitor/ feedback on pupils' progress
- ❖ Providing feedback about pupils' difficulties/ progress to the SENDCo/ SEND Advisor and class teachers

Key Responsibilities of the Governing Body

- ❖ Reporting annually on the policy
- ❖ Ensuring that the policy is stated in the prospectus and school website is compliant
- ❖ Doing their best to ensure that SEND provision is made as appropriate;
- ❖ Nominating a Governor responsible for Special Educational Needs

10. STORING AND MANAGING INFORMATION

The school complies with statutory requirements regarding storing and managing information and Data protection (GDPR).

11. REVIEWING THE POLICY

The SEND Information Report is reviewed annually and more frequently if legislation, guidance or practice changes.

12. ACCESSIBILITY

The school complies with statutory requirements. Please see [Accessibility Plan](#) for further information. Our admissions arrangements for students with disabilities ensure that students with disabilities are treated equally and fairly and can access the full range of courses.

We provide facilities to ensure students with disabilities can access the school curriculum. This is assigned and implemented on a case-by-case basis to suit the needs of the individual student.

13. DEALING WITH COMPLAINTS

The Governing Body will make the following arrangements for the treatment of complaints from parents of students with SEND concerning the provision made by the school:

- ❖ Entitlements and Compliance Officer (see section 10)
- ❖ In the first place, complaints should be directed to the SENDCo
- ❖ If the complaint is not resolved to the satisfaction of the parent or SENDCo, it will be directed to the Headteacher.

- ❖ If the complaint is not resolved at this stage, it may be necessary - and parents have the right to ask for an examination of the complaint by the Governing Body.
- ❖ If the complaint is not resolved, parents may ask for it to be investigated by the Local

Authority.