



SEND Policy

2025-27

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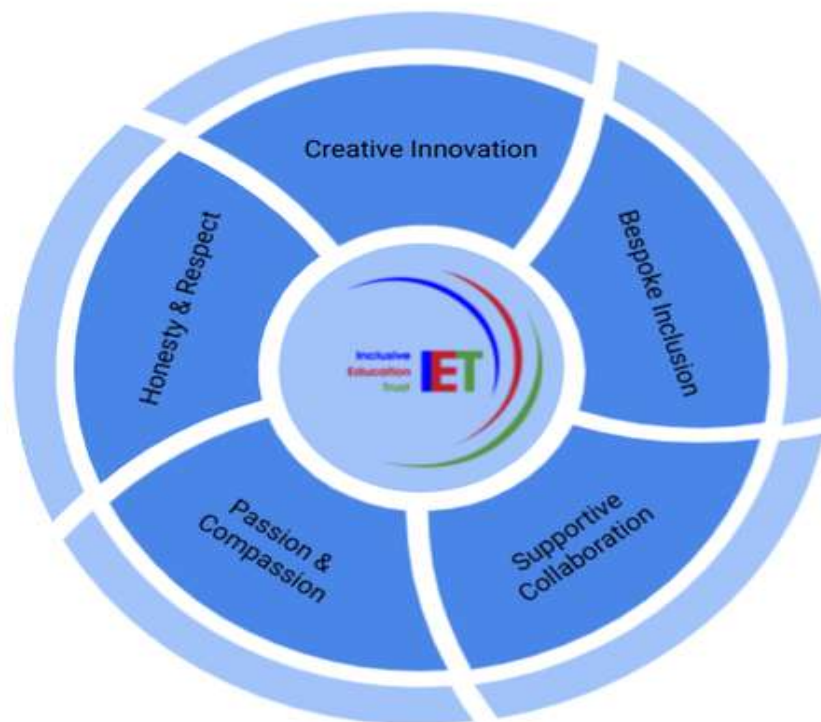
Reference to 'the/our school' in this document represents Reigate Valley College, Wey Valley College and the Fordway Centre. Reference to 'the Local Governing Body' represents the Local Governing Bodies of all three schools. Reference to the Headteacher represents the Head of Centre/Director of Education. Reference to the SENCo represents the SENCo/person responsible for SEND for each school. Please see the appendix for relevant staff.

THE SCHOOL'S VISION STATEMENT

Purpose - We care, we support even when the situation seems hopeless, we respond in troubled times to make a difference to all who cross our path.

Values - To achieve our vision, we will ensure a culture of integrity championing high-performance that is underpinned by our core values:

Vision - To provide an inclusive and high quality educational experience that promotes self-belief and a love of learning to enable all IET students to maximise their potential.



1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- The overall aim of the school's SEND policy is to facilitate appropriate progression.

OBJECTIVES

- To ensure a clear process for identifying, assessing, planning, providing for and reviewing needs of our pupils.
- To develop effective school provision management of universal, targeted and specialist support for pupils.
- To deliver appropriate training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
- To ensure effective communication of policies and practice relating to pupils with SEND for their parents/carers.

2. Legislation and guidance

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

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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of 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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo co-ordinates the day to day operation of the SEND policy across their site, working alongside the Headteacher and other key members of staff. This includes:

- The day-to-day operation of support provision.
- Developing and implementing systems for assessment, recording and reporting for students with SEND.
- Facilitating the provision of appropriate resources for a range of SEND.
- Ensuring systems are in place for effective and efficient record keeping.
- Liaising with parents/carers of children with SEND.
- Contributing to the in-service training of staff on aspects of SEND.
- Keeping staff aware of training and qualifications appropriate to them.
- Co-ordinating staff and their SEND responsibilities.
- Ensuring that students with an EHCP have regular Annual Reviews in accordance with the requirements of the SEND14 Code of Practice.
- Liaising with external agencies including the Educational Psychology Service, SEND and other support agencies, medical and social services and voluntary bodies.
- Transitions from previous schools and into Further Education and training establishments, with special regard to SEND issues.
- Reporting to the Director of Education (Amy Smith) and Head of Centre (where applicable)

4.2 Board of Trustees SEND Representative

The Board of Trustees Representative has a responsibility to ensure that the needs of students with SEND are met by overseeing the implementation of the SEND policy. This is done in the following ways:

- Help to raise awareness of SEND issues at Local Governing Body meetings.
- By having regard to the SEND14 Code of Practice when carrying out these responsibilities.
- By being fully involved in developing and subsequently reviewing SEND policy.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Director of Education

The Director of Education will:

- Work with the SENCo and Board of Trustees SEND representative 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 SEND.

4.4 Teaching Staff

All teaching staff must be aware of the school's procedures for the identification and assessment of students with Special Educational Needs and Disabilities. Staff have a responsibility:

- To keep their knowledge, skills and training for working with students with SEND up to date.
- To provide differentiated teaching to meet the needs of all students.
- To work with the SENDCo to review each pupil's progress and development and decide on new strategies to implement or any changes to provision.
- To work with SEND students on a daily basis to deliver the individual programmes set out in their Individual/Inclusion Support Plans, and in collaboration with the SENDCo to help students meet their targets.
- For the progress and development of pupils they teach.
- To work closely with any teaching assistants or specialist staff to plan and assess the impact of their support and interventions.
- To develop constructive relationships with parents.
- To be fully aware of and follow the school's SEND policy.

5. SEND Information

5.1 The kinds of SEND that are provided for

Our schools are Pupil Referral Units providing additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attachment, trauma or needs related to neurodevelopmental conditions
- Communication and interaction, for example, as a result of speech and language difficulties, emotional and behavioural difficulties or as a result of eg. being Autistic
- Cognition and learning, for example mild or considerable processing difficulties or low learning levels.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, or medical conditions such as epilepsy.

All our pupils are SEND Support K or have an Education Health Care Plan (EHCP). Those that have an EHCP are subject to our Service Level Agreement with Surrey and are at the schools for 12 weeks after the EHCP has been approved or for a 12 week placement whilst Surrey find suitable provision that meets the needs of the EHCP.

5.2 Identifying pupils with SEND and assessing their needs

The schools have a multi layered approach to gathering information to assess need

- An early identification system, which collects information from the feeder schools prior to entry through a detailed referral form and after entry through communication between the SENDCos and previous schools and agencies
- Pupils undergo assessments on entry. These may include: The Access Reading Test for literacy, Cognitive Abilities Tests (CAT4), MARKS PUMA (Maths), PIRA (Reading) and GAPS (SPAG). B-Squared baselines are completed for primary pupils and APP measures for Secondary
- Behaviour profiles (BPSD) and Special Needs Assessment Profiles (SNAP) also inform the school of the level of need for each pupil and the range of interventions required
- Teacher assessments are used in tandem with standardised tests
- Staff referral into the SENDCo

- MAT SENDCo meetings to discuss cases and signpost
- Pupils needing extra support are identified and referred to the SENDCo. There is a referral process in place for SEND, Neurodevelopmental and Mental Health needs which is shared with staff.

PROVISION - A WHOLE SCHOOL APPROACH

The school places great importance on ensuring that pupils with special educational needs and disabilities follow an integrated approach to their personalised learning plan. Behaviour management is part of SEND and we have developed whole school strategies within the Behaviour Policy.

The school recognises that all teachers are teachers of pupils with SEND.

In response to the SEND14 Code of Practice, the school has developed a graduated approach of support.

- Pupils identified as having difficulties will be discussed and intervention will be provided by the subject teacher/LSA/SAFE team mentor. Each student has an Inclusion Support Plan.
- Targets are set and pupils' progress monitored throughout the term. These are collated and monitored by the SENDCo and updated throughout and at the end of term as appropriate, by the teaching and SAFE team.
- Parents/carers will be informed of work being done with their child as necessary and all parents consent to inter agency liaison to support their child.
- The SENDCo, alongside other professionals, will help staff to develop strategies to support the pupil and review and monitor these.
- Further assessments will be made, reports collected from staff, and parents/carers invited to discuss their child's difficulties.
- Strategies and support are discussed and the Inclusion Support Plan will be updated and amended.
- Pupil's progress is monitored by all staff and strategies revised as appropriate.

5.3 Consulting and involving pupils and parents

PARENT CARER PARTNERSHIP

The school believes that in order to support pupils appropriately it has to have a good relationship with parents/carers. In order to do this, we invite the parents/carers to:

- Play an active role in deciding on appropriate support by inviting them into the school to discuss their child's needs.
- Support us with identifying difficulties as early as possible so that appropriate intervention takes place.
- Access information, advice and support during any decision making processes regarding information about SEND.
- Have regular contact with their child's SAFE team Mentor or an appropriate member of staff to resolve any issues that may arise. The SENDCo is available to offer advice and support.
- Liaison is encouraged and parents/carers can telephone requesting an appointment to discuss any issues.
- Pupils with SEND are regularly reviewed and parents/carers seen as often as is appropriate.
- Home visits are made as required.
- As appropriate parents/carers are supported to contact voluntary agencies for advice including Parent Partnership Services, NSPCC, ADHD foundation, NAS, Anna Freud and Mindworks.
- Parents/carers are consulted and kept informed of all decisions pertaining to their child's special educational needs and support in being informed about appropriate educational provision nearby.

PUPIL PARTICIPATION

The school supports the principle of the rights of the child with SEND to be involved in discussions and in decision making about their education.

All pupils are:

- Involved in discussing target setting, monitoring progress and support.
- Involved in the target setting process.

5.4 Assessing and reviewing pupils' progress towards outcomes

The school will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked.

Any pupil who has been identified as having difficulties may be further assessed via the following methods:

- The pupil's own views
- The views and experience of parents
- Teacher's assessment and experience of the pupil in class
- The individual's development in comparison to their peers and national data
- Standardised tests
- Advice from external support services
- All teachers and support staff who work with the pupil will be made aware of their needs

5.5 Supporting pupils moving between phases and preparing for adulthood

- We have a robust Induction programme in place for welcoming new students to our setting and for their return to mainstream or Specialist provision
- Our systems record what aspects of our environment help a child learn and this information is passed on in transition.
- We have very good relationships with primary and secondary partners, with Surrey SEND as well as the main educational establishments that our students move on to.

Before a pupil transfers either back to school, moves on to a specialist placement or further education, support is provided via personalised transition programmes.

This includes transition/exit meetings with relevant staff, outreach support providing continued liaison with the educational establishment and, if required, follow up liaison to support the student.

- We provide additional transition support for those students identified as vulnerable.
- We will share information with the school, college, or other setting the pupil is moving to and agree with parents and pupils which information will be shared as part of this.
- We liaise closely with Work Experience providers and potential future employers.
- SENDCos organise meetings for parents/students regarding next steps for SEND and advice on settings.

5.6 Adaptations to the curriculum and learning environment

All pupils are fully integrated into the school including meal times, social activity times, school visits and learning times. We make the following adaptations to ensure all pupil's needs are met:

- Adapting our curriculum to ensure all pupils are able to access
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, typeface etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading support
- High level of in class adult support due to small class sizes
- Individual Inclusion Support Plan with Learning and Behaviour target setting.
- Extra time allowed for completion of assignments.
- Staff are supportive of the need for some pupils to work away from the class at times.
- Children in crisis may prefer not to socialise for a short period of time in which case another room is made available.
- Withdrawal is used only as a means to provide particular support which cannot be given in class.

5.7 Outside agencies: External support services

We liaise with all the external agencies and have very strong relationships with:

- Third Sector organisations, Educational Psychology Service, Social Care Services, Inclusion Team, School Nurse, Local Police, Health Services, Mindworks, Surrey SEND, Youth Support Service and Family Support Programme.
- We have regular meetings with SEND managers and liaise to best meet the needs of our particular students
- The school has developed strong links with support agencies and is aware of referral procedures and how to circumnavigate these
- The individual needs of a child will dictate what other agencies we will seek advice from e.g. Speech and Language Therapist and Autism Outreach Team.

5.8 Expertise and training of staff

The school regards SEND as a whole school focus. As such, staff are continuously seeking to develop their knowledge. The aim of staff INSET is to enable all teachers to view the full range of learning needs and to be able to cope with them confidently.

Staff are kept informed of any difficulties pupils may have and suggested strategies are shared by:

- Staff attendance at a daily briefing/debrief.
- Providing staff with information of all pupils' identified needs.
- Providing staff with a summary of action for all pupils raised at Progress Review / Exit Meetings.

SENDCo Training/Qualifications:

- National Award for SEND Co-ordination for those in post after Sept 2009.
- Continued development by attending courses and events regionally and nationally
- Attendance at SENCo networks, courses, conferences, partner and agency networking

5.9 Securing equipment and facilities

The school is financed through the DfE and the Local Authority. The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need.

5.10 Evaluating the effectiveness of SEND provision

- We evaluate the effectiveness of provision for pupils with SEN through:
- Progress indicated by teacher assessments and standardised assessment systems appropriate for each key stage and subject
- Examples of written work.
- Improved attendance of pupils.
- Monitoring SEND systems.
- Setting, reviewing and achieving progress and success towards pupil targets
- Gaining feedback from students, parents/carers and outside agencies through reviews, planning, support and target meetings
- Mainstream school feedback, post return
- School Development Plan targets being met – refer to School Development Plan

5.11 Enabling pupils with SEND to engage in activities

No pupil is ever excluded from taking part in activities because of their SEND.

- Our School promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
 - Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
- For further information, please refer to the school's accessibility plan.

5.12 Support for improving emotional and social development

- All of our staff provide a high standard of pastoral support.
- Relevant staff are trained to support specific medical needs and designated staff receive regular training in first aid.
- We have a 'Supporting Pupils with Medical Conditions' policy in place and staff administer medicines in agreement with parents.
- Our 'Behaviour Policy', which includes guidance on expectations, rewards and sanctions is fully understood and adhered to by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- Students have the opportunity to voice their opinions through PSHE/Citizenship lessons, Emotional Literacy sessions, 1:1's, questionnaires/ Student Voice etc.
- Where appropriate, concerns are shared with relevant staff and confidentiality is respected at all times.

5.13 Working with other agencies

The school believes that close working partnerships with the parents/carers of pupils with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the SEND14 Code of Practice, the school aims to ensure that parents/carers are fully involved and consulted over their child's progress and SEND provision. Parents/carers are invited to visit the school at any time during the working day, subject to prior agreement with the SENCo/Headteacher. The SENCo, Headteacher or relevant member of staff will act as the link at a transfer stage for pupils who have pre-defined SEND. The school also maintains professional links with special schools to facilitate training and information sharing. Outside agencies include:

- Educational Psychology Service
- STIPs team
- Speech and Language Therapist
- Physical & Sensory Support Service
- Mindworks
- School Nurse
- Social Care Services/ Children's Services
- Inclusion Team
- Surrey Youth Support Service
- Police
- Surrey Teacher Parent Partnership
- Inclusion Officer
- Surrey SEND Team

5.14 Complaints about SEND provision

- In the first instance, parents/carers are encouraged to talk to their child's key worker, form tutor, SENDCo or Head of Centre
- Further information on SEND and support can be obtained from the school's SENDCo. Please see appendix for relevant staff members for your child's school.

5.15 Contact details of support services for parents of pupils with SEND

- More information and support is available from Surrey, including the services and support that are available beyond the school (the 'Local Offer'). Details of this may be found at the Surrey Local Offer website <https://www.surreycc.gov.uk/children/support-and-advice/local-offer>
- **Surrey SEND Information, Advice & Support Service** is a confidential, impartial and independent information, advice and support to young people and parents/carers of children with special educational needs and or a disability (SEND) at all stages of their or their child's school life, from 0-25 years. www.sendadvicesurrey.org.uk Tel:0300 200 1015

The school is committed to ensuring that information regarding pupils' SEND is shared with those who need to know so they may act on it. The policy is to be proactive as well as reactive.

The school's main link with other schools is at the point of transition.

- Information regarding any SEND is shared with the school or college concerned, with parent/carers permission.
- Links are established with all schools to collect information and support transition.
- Information regarding the SEND of pupils moving on to further education is passed on to the appropriate people so that support may continue.

5.17 The local authority local offer

Our contribution to the local offer is: <https://www.ietmat.co.uk/>

Our local authority's local offer is published here: <https://www.surreycc.gov.uk/children/support-and-advice/local-offer>

6. Monitoring and reviewing arrangements

This policy has been developed and informed by national and local policies on special educational needs and disabilities.

This policy and information report will be reviewed by the SENDCo every year. Please see the Appendix for relevant staff members.

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented in our school.

It will also be updated if any changes to the information are made during the year. It will be approved by the Trust board.

7. Links with other policies and documents This policy links to our policies on:

- SEND Information Report
- Accessibility plan
- Behaviour Policy
- Equality Policy (Equal Opportunities/EDI?)
- Supporting pupils with medical conditions
- Safeguarding and Child Protection
- Complaints policy and procedure

Appendix

Key SEND personnel for all IET sites

The Board of Trustees representative for SEND for IET

Reigate Valley College

Head of Centre Steven Hayes

Director of Education Amy Smith

SENDCo Stefani Rebbeck

The Fordway Centre

Head of Centre Sam Dawson

Director of Education Amy Smith

SENDCo Stefani Rebbeck

Wey Valley College

Head of School Simon Whittington

Director of Education Amy Smith

SENDCo / MAT SENDCo Natalie Gover