



Gillingham School Dorset

United Learning SEND Policy

Last review:	February 2026
Next review:	February 2027
Signed:	PN/KS/JR Subject to ratification
Approval Committee:	Governing Body

United Learning SEND Policy

Context

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- The SEND Code of Practice: 0-25 years [SEND Code of Practice January 2015.pdf](#)
- The Equality Act 2010 [Equality Act 2010](#)
- The Special Educational Needs and Disability Regulations 2014 [The Special Educational Needs and Disability Regulations 2014](#)
- Part 3 of the Children and Families Act 2014 and associated regulations [Children and Families Act 2014](#)

Headteacher: Paul Nicholson

Governor with responsibility for SEND: Jane Rees

SENDCo: Karen Seldon

SENDCo Qualifications: PGCert NASENCO

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This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDCo). The Governing Body, the Headteacher and the SENDCo will work closely to ensure that this policy is working effectively.

Rationale

Gillingham School is committed to ensuring that the necessary provision is made for every pupil within our school community. We celebrate the inclusive nature of our school and strive to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils requiring this provision will be identified as receiving *SEN Support*. At Gillingham school we will use our best endeavours to ensure that provision is made for those who need it.

Gillingham School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

All teachers are teachers of pupils with SEND and, under the guidance of the SFL department, all pupils will have access to a broad and balanced curriculum. Teachers will set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons will be planned to address potential areas of difficulty and to remove barriers to learning and achievement.

Teaching and supporting pupils with SEND are therefore a whole school responsibility requiring a whole school response. To achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims and Objectives

Aim

Gillingham School is committed to providing an inclusive learning environment in which all pupils can achieve their full potential. We recognise that pupils have different needs and strengths and are committed to ensuring that pupils with SEND receive the support, provision and reasonable adjustments required to enable them to access a broad, balanced and ambitious curriculum. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEND provision (SENDCo) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the pupil into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

Gillingham School follows the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensures that parents/carers are informed that SEND provision is being made for their child.

The Code of Practice defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole pupil in order to establish what provision is required to meet their need, not just by the category in which they are placed. Gillingham School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary.

Referral may come from a variety of sources including:

- Subject teachers, tutors or Year Heads
- Parents/carers
- The pupil themselves
- Previous schools
- External agencies
- Assessment data and screening
- Observation by SEND staff

Early identification is important because it allows barriers to learning to be addressed promptly and appropriate support to be put in place.

Information about pupils with SEND is gathered prior to admission through liaison with feeder primary schools, parents/carers and external professionals. This may include attendance at annual reviews, discussion with primary colleagues, review of professional reports and transition assessments.

All Year 7 pupils undertake baseline assessments on entry. Additional screening, observations and diagnostic assessments may be completed where concerns are identified. Specific requests for support from parents, staff or pupils are also considered throughout a pupil's time at the school.

Most support will initially be provided through high-quality adaptive teaching within the classroom. Where appropriate, pupils may also access targeted interventions or specialist support.

The Graduated Approach to SEND

Assess

The first step towards meeting a pupil's needs is high quality teaching adapted for individual pupils.

Additional intervention and support can only complement this.

In identifying a pupil as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

The purpose of this assessment is to identify barriers to learning, determine support required and establish appropriate outcomes for pupils.

Assessment is an ongoing process and will be reviewed regularly to ensure support and interventions remain appropriately matched to need. This enables barriers to learning to be identified and addressed and allows the school to evaluate the impact of provision over time.

Plan

Once it is decided that a pupil has SEND, they will be added to the schools SEND register and the parents formally informed via letter. After further consultation with class teachers and other relevant professionals the desired outcomes for the pupil will be agreed in a meeting with the student and their parent/carer and short-term SMART targets set up to work towards these. This information will be disseminated to teaching staff and support assistants via a one-page pupil profile, which will contain:

- A photograph of the pupil
- Details of their specific difficulty and top tips for support in the classroom
- Long term outcomes, short term targets and clear advice on the role of teaching staff in helping to meet these including any teaching strategies or approaches that are required
- A date for reviewing the progress: this will depend on the level of need present but will be a least once per term.

A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do

The class/subject teacher retains the responsibility for working with the pupil on a daily basis. The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Where specific interventions may involve group or 1:1 teaching away from the class the teacher will still retain responsibility for planning and assessment of the work carried out by the pupil. The SENDCo will support the subject teacher in further assessment of the pupil's particular strengths and weaknesses and effective implementation of support. Where a pupil is removed from a particular subject to follow a more individualised programme the overall responsibility for planning and assessing work is with the specialist teacher or SENDCo.

Review

The effectiveness of the support and interventions and their impact on pupil's progress will be reviewed (termly) in line with the agreed date. This review will involve all stakeholders in the pupil's education including the pupil and their parents. Parents will be provided with clear information about the impact of support and interventions and will be involved in planning the next steps. After the review the one-page pupil profile will be updated accordingly.

For pupils in receipt of an EHC plan one of these reviews will take the form of the pupil's annual review and will therefore be reported to the relevant county. Details of the annual review, transition review and transition plan can be found here. [Education, Health and Care Plans | Dorset Nexus Preparing for Adulthood Guide \(Accessible 0923 - Final\)](#)

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

SEND Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

Examples of interventions at this level would include:

- Spelling group
- Handwriting support/touch typing
- Reading Plus
- Art therapy
- Social skills group
- ELM (Emotional Literacy and Motivation, previously ELSA)
- Support Log
- Pastoral support
- Mentoring
- Behaviour support
- Speech and Language group
- Decider skills

Additional provision available to pupils may include:

- Specialist literacy and numeracy interventions
- Small group learning support
- Exam access arrangements support
- Counselling and mental health support
- Alternative provision pathways
- Assistive technology, including laptops, reading pens and specialist software
- Access to specialist teachers and external agency support
- Support from qualified Teachers of Dyslexic Students

Provision is determined by individual need and reviewed regularly through the Assess, Plan, Do, Review cycle.

The Department supports a multi-disciplinary approach to maximise the educational provision for SEND pupils. Many agencies and support services are able to help identify, assess and provide support for SEND pupils. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The SENDCo will decide how best to access the LA's support services. The LA provides details of these services through the Dorset local offer. More information about the support offered to parents/carers from our local authority can be found within their Local Offer – [SEND Local Offer - Dorset Council](#) In addition to these services the school has a number of members of staff who are qualified 'Teachers of Dyslexic Students' as well as two qualified assessors who also complete access arrangements.

Statutory Assessment of Needs (EHC)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Gillingham School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.

See [Education, Health and Care Plans | Dorset Nexus Preparing for Adulthood Guide \(Accessible 0923 - Final\)](#)

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked regularly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Gillingham we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have opportunities to discuss progress and provision through Parents Evenings, review meetings and termly SEND reviews where appropriate. The SENDCo is available throughout the year to discuss concerns, progress and provision with families.

In addition, Dorset has a service, SENDIASS [Dorset SENDIASS | SENDIASS](#) - formally parent partnership service which provides advice to parents on such things as

- Rights and responsibilities.
- Who to talk to in school about concerns.
- How a child is assessed and helped in school.
- When progress should be discussed.
- What happens during statutory assessment.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, if they are in receipt of an EHC Plan, as part of their SEND review meetings and at the conclusion of targeted interventions. We encourage all pupils to contribute to the setting and evaluation of their own targets and outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. Details of the school's SEND arrangements, provision and external agency involvement are published within the annual SEND Information Report available on the school website.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

All teachers, the SENDCo and SEND support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the Curriculum are:

- adaptive teaching of the curriculum to match tasks to ability.
- grouping of children according to ability for some subjects (KS4) to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the withdrawal of small groups and 1:1 teaching by the SEND staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- interventions to target identified areas of weakness, usually but not exclusively, delivered by trained teaching assistants
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired working and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of attachment aware strategies throughout the school
- access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Appoint a member of the LGB to advocate for the needs of pupils with SEND.
- Challenge and support the school to use its best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Check that the school has designated a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCo.
- Ensure that the school informs parents/carers when they are making special educational provision for a child.
- Confirm that the school has prepared an SEN Information Report to confirm their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the SEND team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements (see Annex B).

Specialist Staff

The SEND team currently includes specialist staff who provide support for learning, intervention delivery, exam access arrangements, pastoral support and transition arrangements. The expertise of the wider team is used to ensure that pupils receive appropriate support in line with identified need.

Access Arrangements Assessors: Elizabeth Ingham, Karen Seldon, Ali Hoskins

Teachers of Dyslexic Students: Karen Seldon, Elizabeth Ingham, Hannah Mcdade, Sharon Worth, Leonie Ledbury

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapted for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Education SEND support staff will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils and through the school's performance management and school improvement processes.

Staff receive SEND related professional development through whole school INSET, departmental training, twilight sessions, external specialist training and ongoing guidance from the SENDCo.

Recent training has included

- Autism and neurodiversity
- Dyslexia and literacy difficulties
- Speech, language and communication needs
- Social, Emotional and Mental Health needs
- Attachment-aware practice
- Adaptive teaching strategies
- Examination access arrangements
- Safeguarding and inclusion

New staff and Early Career Teachers receive additional support and guidance regarding SEND procedure, adaptive teaching and the effective use of pupil profiles.

The SENDCo attends local authority and professional network meetings and disseminates relevant developments and guidance to staff.

Funding

Funding to support the majority of pupils with SEND in mainstream schools is delegated to the school through its annual budget. Schools are expected to provide appropriate support for pupils with SEND from their delegated funding, including the notional SEND budget, which includes the first £6,000 of additional provision required to meet a pupil's identified needs.

Where a pupil's needs require provision beyond that which can reasonably be provided from the school's delegated resources, the school may seek additional funding from the local authority through the Education, Health and Care Plan (EHCP) process or other locally agreed funding mechanisms.

Where a pupil is in receipt of additional funding allocated through an EHCP, the school will use its best endeavours to ensure that funding is used effectively to meet the pupil's identified needs and secure the outcomes specified within the plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our Data Protection (GDPR) policy.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Gillingham School is committed to ensuring that pupils with disabilities are not disadvantaged and can access all aspects of school life.

Reasonable adjustments are made where required and the school provides a range of accessible facilities, including lifts, ramps, adapted toilet facilities and specialist equipment where appropriate.

The school strives to ensure that pupils with SEND and disabilities can participate fully in educational visits, enrichment opportunities, extra-curricular activities and the wider life of the school. Individual risk assessments and additional support arrangements will be implemented where necessary.

Further information can be found within the school's Accessibility Plan.

Transition Arrangements

Supporting successful transition is an important part of SEND provision at Gillingham School.

The school works closely with feeder primary schools to ensure that information regarding pupils with SEND is shared effectively and that appropriate support is planned before transfer.

Members of the SFL Department visit feeder schools and meet with pupils, families and professionals during the year prior to admission. Where appropriate, the SENDCo attends annual reviews and transition meetings for pupils with Education, Health and Care Plans.

Enhanced transition arrangements are available where required and may include additional visits, familiarisation activities, smaller group sessions and bespoke transition programmes designed to support confidence and readiness for secondary school.

Following admission, information gathered through transition activities, baseline assessments and ongoing monitoring is used to ensure that provision is appropriately matched to need.

The school also supports transition between key stages within the school and works closely with post-16 providers, colleges, training organisations and other educational settings to ensure successful progression beyond Year 11.

For pupils with Education, Health and Care Plans, transition planning forms part of the annual review process in accordance with local authority guidance.

Access Arrangements

Gillingham School is committed to ensuring that pupils with SEND are able to access examinations and assessments fairly and in accordance with current Joint Council for Qualifications (JCQ) regulations.

Where there is evidence that a pupil has a substantial and long-term difficulty which affects their ability to access examinations, the school will consider whether an Access Arrangement is appropriate.

Access Arrangements are awarded on the basis of demonstrated need and must reflect a pupil's normal way of working in school.

The SENDCo works closely with the Exams Officer and teaching staff to identify pupils who may require Access Arrangements. Assessments, applications and reviews are carried out in accordance with current JCQ regulations.

Further information can be found in Annex C: Exam Access Arrangements Guidance.

Annex A – Graduated Response Framework: Cognition and Learning

Interventions for All (Pre-Framework)

- Use of own laptop
- Mentoring
- Support log
- Homework club (lunchtime or after school)
- Tutor/teacher support in lessons (Quality First Teaching)

Interventions at Monitoring Level (Pre-Register)

Intervention	Criteria
Morning Maths	Standardised score below 95 on KS2 SATs
Morning Spellings	Standardised score below 95 on WRAT spelling test
Reading Plus	Standardised score below 95 on NGRT test
Handwriting	Teacher referral
Small group learning support (usually in place of an empty option block)	In discussion with Year Heads
Speech and Language Groups	Identification of weakness by language assessment carried out in Years 7, 8 and 9

Interventions at SEN Support Level (K)

Available when the above interventions have failed to meet the objective.

Intervention	Criteria
1:1 specialist teaching or 1 hour per week	Recommendation from SENSS, reading or spelling below 80 or both below 84
Graduation Group	Working at or below Age Related Expectations for Year 4 on transition or EHCP student on request
Specialist Assessment	EP, SENSS (internal)
Alternative timetable – Entry Level programme or NCFE	Unable to or requiring support to achieve GCSE qualifications

Annex B – Graduated Response Framework: Social, Emotional and Mental Health

Interventions for All (Pre-Framework)

- Mentoring
- School Nurse
- Support log
- Inclusion Officer
- Tutor/teacher support in lessons (Quality First Teaching)
- Triage form completed to move to next level

Interventions at Monitoring Level (Pre-Register)

Intervention	Brief Description
ELM	Emotional literacy support to help students recognise and deal with their feelings
Social Skills Group	An 8-week programme designed with support from the SENSS team to help those who struggle with social elements of adolescence and peer relationships
Decider Skills	Uses Cognitive Behaviour Therapy approaches to help young people recognise and manage thoughts, feelings and behaviours
Lego Therapy	Uses Lego to develop social skills such as turn taking, collaboration and social communication
Drawing and Talking Therapy	A person-centred therapy focusing on prevention, early intervention and recovery through art
Dorset Wellbeing Check-in	For young people aged 11–25 with mild to moderate mental health needs who would benefit from external support
Alternative Provision	Various activities from climbing to gardening designed to boost self-esteem
MHST	Mental Health Support Team support to build resilience and develop coping strategies
Rylands Farm	Re-engages young people with learning when they are at risk of exclusion, poor attendance or mental health difficulties

Interventions at SEN Support Level (K)

Intervention	Brief Description
Youth Worker	Specially trained workers across Wiltshire, Dorset and Somerset who support young people in the community
CAMHS regular involvement	NHS service assessing and treating young people with emotional, behavioural or mental health difficulties
Counselling	Available within school for students who need this level of intervention
EP / Outside Agency Referral	Referral to specialist professionals who may offer additional advice and support
ILS / Alternative Timetable	Support to enable students to re-engage with education
Alternative Provision	Approved local authority provisions which can provide mentoring, self-esteem support and alternative qualifications
Innovate	A life coaching and mentoring service

Annex C: Guidance for Schools on Exam Access Arrangements – Best ways of working

Purpose

This guidance should be read alongside the Access Arrangements section of the school's SEND Policy and current JCQ regulations.

Gillingham School is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are able to access examinations fairly and in accordance with the Equality Act 2010 and current Joint Council for Qualifications (JCQ) regulations.

Access Arrangements are reasonable adjustments that allow pupils with SEND, disabilities or temporary injuries to demonstrate their knowledge, skills and understanding without changing the demands of the assessment. They are intended to reduce substantial disadvantage and ensure equality of opportunity.

What Are Access Arrangements?

Access Arrangements may include:

- Extra time
- A reader or reading pen
- A scribe
- Use of a word processor
- Supervised rest breaks
- Prompter
- Modified examination papers
- Alternative rooming arrangements
- Enlarged papers
- Coloured overlays
- Reading aloud
- Bilingual translation dictionaries where permitted

The arrangements awarded will be based on individual need and must comply with current JCQ regulations.

Principles

The school will ensure that:

- Access Arrangements are awarded on the basis of demonstrated need.
- Arrangements reflect a pupil's normal way of working in lessons, assessments and examinations.
- Pupils have opportunities to practise using arrangements before formal examinations.
- Decisions are made fairly and consistently.
- No pupil is unfairly advantaged or disadvantaged.

Having a diagnosis alone does not automatically entitle a pupil to Access Arrangements. The school must consider evidence of need, classroom practice and current JCQ criteria.

Identification of Need

Pupils may be identified for assessment through:

- Information received during transition from primary school.
- Teacher referrals.
- SENDCo referrals.
- Assessment data.
- Reading and literacy screening.
- Educational Psychologist or specialist reports.
- Information provided by parents/carers.
- Ongoing monitoring of classroom performance.

The school will investigate concerns where there is evidence that a pupil's learning difficulty, disability or medical condition may affect access to examinations.

Assessment Process

The SENDCo will oversee the assessment process.

Assessments may involve:

- Standardised literacy assessments.
- Cognitive and processing assessments.
- Review of attainment and progress data.
- Evidence from teachers.
- Classroom observations.
- Review of existing specialist reports.
- Consultation with parents/carers and pupils.

Where required, assessments will be completed by appropriately qualified specialists in accordance with JCQ regulations.

Normal Way of Working

Access Arrangements must reflect a pupil's normal way of working.

Examples include:

Word Processor

A pupil routinely uses a laptop during lessons, coursework and internal assessments because of difficulties with handwriting, processing speed or written communication.

Extra Time

A pupil consistently requires additional time to complete classroom assessments due to identified learning needs.

Reader

A pupil regularly accesses reading support, reading technology or reading assistance during lessons and assessments.

Rest Breaks

A pupil routinely requires breaks because of a medical condition, fatigue, anxiety or concentration difficulties.

Evidence of normal way of working will be collected and reviewed by the SENDCo and teaching staff.

Roles and Responsibilities

Headteacher

The Headteacher will:

- Ensure adequate resources are available for Access Arrangements.
- Ensure procedures comply with statutory requirements.
- Support an inclusive approach to assessment and examinations.

SENDCo

The SENDCo will:

- Lead the identification and assessment process.
- Ensure compliance with JCQ regulations.
- Liaise with specialist assessors where required.
- Communicate arrangements to staff.
- Maintain appropriate records.
- Work closely with the Exams Officer.
- Monitor the ongoing effectiveness of arrangements.

Exams Officer

The Exams Officer will:

- Implement approved arrangements during formal examinations.
- Ensure examination rooming and staffing requirements are met.
- Maintain confidentiality and secure records.

Teaching Staff

Teaching staff will:

- Implement arrangements routinely in the classroom.
- Provide evidence of normal way of working.
- Contribute information to support applications.
- Alert the SENDCo to concerns regarding examination access.

Parents and Pupils

Parents/carers and pupils will be informed when assessments for Access Arrangements are being considered.

The school will:

- Explain the purpose of assessments.
- Share outcomes where appropriate.
- Discuss support available.
- Review arrangements periodically to ensure they remain appropriate.

Record Keeping

The school will maintain records in accordance with:

- JCQ requirements.
- Data Protection legislation.
- The school's Data Protection and Records Management policies.

All supporting evidence will be securely stored and retained for the period required by JCQ regulations.

Review

Access Arrangements will be reviewed regularly to ensure that they:

- Continue to meet pupil need.
- Reflect normal classroom practice.
- Comply with current JCQ regulations.

Arrangements may be amended or withdrawn where there is insufficient evidence of need or where they no longer represent the pupil's normal way of working.

Further Information

Current JCQ guidance can be found at:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

The school's SENDCo can provide further information regarding Examination Access Arrangements and the assessment process.