

Special Educational Needs and Disabilities (SEND)

Gateacre School Information Report

Our Vision

Here at Gateacre School we pride ourselves on being an all-inclusive school. We believe that every child has the fundamental right to an education. The governors and the staff at Gateacre School endeavour to provide a broad and balanced curriculum to all students especially our students with additional educational needs and disabilities. We strive to provide a child-centred pedagogy capable of meeting their needs, ensuring that they have an entitlement to the same high-quality education as their peers. We are passionate in making 'reasonable adjustments' to make certain that their academic journey is a happy one and above all they are taught in a safe and conducive learning environment.

Our Values

- We incorporate equality into our core objectives as a school. We have a growing inclusive culture where we make every effort to eliminate discrimination, create equal opportunities and above all have high expectations of all our students regardless of previous attainment.
- We aspire to develop the thought process around the basic equality of all people so that our students will continue to be responsible citizens who make a positive contribution in society.
- We believe in a high level of respect between staff and students where achievements are continuously recognised and celebrated.
- We in the inclusion department ensure that staff are provided with modernistic CPD sessions to ensure that that they feel confident delivering quality first teaching for all students.
- We establish secure professional relationships with the primary schools to ensure that we have a holistic picture of need before the transition process begins.
- We are passionate in working in partnership with parents and carers holding regular review meetings so they feel safe and secure in the knowledge that all avenues of provision and intervention are being explored for their child.

- We have the highest expectations of all our students and offer support and encouragement to ensure they realise their full potential and above all feel happy and safe in their learning environment.

What kinds of special educational needs are catered for?

Gateacre School is an all-inclusive mainstream secondary school. We are alert to the barriers to learning that some children face and set suitable challenges and respond to pupils' needs. We ensure that support is put in place for all children who have been assessed and diagnosed as having a special educational need and/or disability. We make certain that we are using the graduated approach cycle of 'Assess, Plan, Do, Review' to support any learners who fall under the four main categories of need highlighted in the SEND Code of Practice (2015); Cognition & Learning, Communication & Interaction, Social Emotional Mental Health and Sensory or physical needs. When the graduated approach cycle has proven successful for students we continue to monitor their progress.

The named persons responsible for special educational needs are;

Kate Moreton- SENCO

Karen Langton - Assistant SENCO

What policies are in place for identifying children and young people with SEND and assessing their needs?

The Gateacre School SEND Policy identifies the processes in place for students with SEND. We are advocates of the SEND Code of Practice (2015) and echo the high importance of early identification of students with additional needs. We work scrupulously with primary schools to ensure that we have a holistic picture of need and are aware of any previous interventions that have been used. We use an array of specific diagnostic assessments to help identify any potential barriers to learning our students may have to overcome and we also use outside agency support offered by the local authority to not only assess individuals but to offer guidance, support, and training for staff.

What arrangements are in place for consulting parents/carers of children with SEND and involving them in their child's education?

- All parents are informed when their child is placed on our school SEND register or the SEND monitoring list. The SENCO/Assistant SENCO is more than happy to meet, discuss and support parents in working collaboratively with the school to meet their child's needs. This partnership is paramount to us as a school.
- Each child with an Education, Health and Care Plan will have an annual review to meet formally with parents/carers and other supporting agencies to review progress.
- Students who are having interventions in school will be contacted in written form and asked for feedback on their child's progress, as well as access to the SENCO/Assistant SENCO at parents' and carers' evenings.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress. We encourage parents/carers to contact the school and arrange an appointment if they are worried or concerned about any aspect of their child's learning or development.
- For pupils who are leaving the school, we arrange transition visits to their chosen educational setting and invite them to one to one interviews with the school's Careers Advisor.

What arrangements are in place for consulting young people with SEND and involving them in their education?

- Students with additional needs play an integral role in the development of their pupil passport.
- Pupil progress meetings are held regularly to check pupil progress and welfare and to promote high expectations.
- Student Voice Questionnaires are used to identify areas of strength and weakness in the provision for students with SEND.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

- Annual Review meetings are held once a year for students with an EHCP. These meetings provide opportunities for parents/carers to meet with the SENCO/Assistant SENCO, Head of Year, and outside agencies to discuss progress, review targets and set new targets.
- At the beginning of Year 10 all students on the SEND register are assessed for their 'Access Arrangements'. If a child qualifies for 'Access Arrangements' applications are made to the JCQ and implemented into Key Stage 4; if the student continues their education into our Sixth Form these are reviewed to determine if they are still necessary.
- Pupil Profiles are used to identify outcomes and are reviewed termly for all students on the SEND register.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- We encourage parents/carers to contact school and arrange an appointment if they are worried or concerned about any aspect of their child's learning or development. The school adopts an 'Open Door' policy.
- Teacher Assessments are updated at the end of each term.

What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood?

- During transition between primary and secondary school, the SENCO and Senior Leadership team hold interviews with parents, teachers and SENCOs of primary schools in order to discuss your child's needs and how best to support them as they move into secondary education.
- We will contact a wide range of specialist services that can support your child and, if appropriate, invite them to a meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- Detailed transition plans are prepared for children who may need it.
- The Local Authority has a designated day in July each year for whole school transition whereby primary and secondary SENDCOs can meet.
- Students are supported by our Careers Adviser when moving between phases of education to post 16 and preparing for adulthood. Those

students who have an education, health and care plan will be supported on a one-to-one basis and their parents will also have meetings with our Careers Adviser.

What is the approach to teaching children and young people with SEND?

- High quality teaching is the first step to responding to pupils who have or may have SEND and ensures that the best outcomes are achieved. All lessons within school are differentiated in order to support the needs of all children.
- The SENCO provides all staff with regular CPD to impart strategies for working with students with SEND.
- The Inclusion department circulates strategies and recommendations for how students should be taught regularly, and observes students in lessons to share good practice.
- Small group and individual support is offered to students.
- Students who have been diagnosed with Dyspraxia are issued with electronic notebooks to assist them with their recording
- Students with Irlen's-type difficulties (Visual Stress) are issued with the appropriate coloured exercise books, assessments, and a coloured overlay.
- We understand that children learn at their own pace so we closely monitor progress using a variety of systems. Firstly, staff will record progress using the school database termly and within departments. However, they are able to express their concerns at any time if pupils are not making expected progress to their head of department, SENCO or pastoral team.
- Opportunities to share views and provide advice will be given to parents/carers relating to how their child's needs can be met in the form of parent meetings and annual reviews.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

- The Head teacher and senior leadership team review the curriculum annually and work with departments to plan and implement a broad and balanced curriculum to meet the needs of all students. At Key Stage 4 and 5, Level 1 (pre-GCSE) and Level 2 vocational courses are offered to students who are more likely to succeed by completing a skills-based qualification.

- To support students in the classroom, the school is able to provide specialised equipment such as coloured overlays, pen grips and electronic notebooks.
- In line with statutory guidance the school has a current Access Plan which is fully developed in these three aspects: Access to the Curriculum, Access to Information and Access to the Physical Environment.

What kind of expertise and training of staff is in place to support children and young people with SEND?

- The SENCO is an experienced qualified teacher, who has undertaken the National SENDCO award training.
- The SENCO, as part of the Teaching and Learning Team, is regularly involved in delivering staff inset to upskill the teachers in the school with strategies to support those with special educational needs.
- The Assistant SENCO specialises in ASD and delivers the Entry Level Maths and English courses as well as delivering Life Skills Interventions.
- The Inclusion department also has four level 5 Learning Support Assistants with specialisms in numeracy, literacy and social, emotional and mental health.
- There are 10 Level 2 Learning Support Assistants who provide in class support.
- The SENCO attends Local Authority briefings in order to keep up to date with any legislative changes in SEND and updates staff via INSET and weekly staff briefings.
- The school arranges staff training with outside agencies including LA School Improvement support services.
- The school receives support from the Educational Psychology Service, Speech and Language Therapy Service, SENISS and Occupational Therapists.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service), SALT (Speech and Language Therapy Service) and YPAS (Young Person's Advisory Service).

How does the school evaluate the effectiveness of the provision made for children and young people with SEND?

- Provision is reviewed within school on a regular basis and in the following ways:
- The data we collect via Sisra Analytics helps us to value the effectiveness of the provision we offer to the students at Gateacre School.
- School governors and the school improvement plans provide scrutiny and challenge to the senior leadership team during any monitoring process.
- The SENDCO meets with the SEND governor on a regular termly basis.
- Parents are kept fully informed of any developments and are encouraged to complete written forms as part of the review process. In addition to this, they are invited to complete parental questionnaires (feedback is usually extremely positive).

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

- All students at Gateacre School are invited to take part in a variety of activities. Students with special educational needs are provided with equal access to all lessons, trips, clubs and activities. The Inclusion department provides provision for those students when needed so they can have equal opportunities to those without special needs. We pride ourselves on being an inclusive school at Gateacre School.

What support is in place for improving emotional and social development and what outside agencies does the school work with?

- All children participate in PSHCE lessons which cover a variety of social and emotional issues which are important in the development of their social understanding.
- We have two therapeutic inclusion rooms where students are able to access group or one to one interventions with one of our SEMH Coordinators.

- We have 'The Resolution Room' which is a 'step out' alternative provision base.
- Our school counsellor Hannah Stein is in school three days a week and liaises with the inclusion department regularly.
- We also use outside agencies such as CAMHS, YPAS and the Educational Psychologist to provide additional support to those students who are in need of further guidance.
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children/young people i.e. Humanotopia.
- If your child has any anxieties or concerns, our pastoral support team for each year group and our safeguarding officers are available to help your child.

13. How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families?

- The school can access specialist support from Speech and Language Therapists, Educational Psychologist, CAMHS, School Nurse, Paediatricians, and Integrated Children's Services.
- The school receives support from the Educational Psychology Service with a designated number of sessions each academic year.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service)
- The SENCO communicates regularly with the school nurse and attends meetings with parents, children and other health professionals to ensure they are safe and are fully engaged in the school community
- Meetings and an Early Help Assessment Tool (EHAT) take place to address any concerns regarding your child's education, health and well-being.
- We have recently worked with Shy Lowen Equestrian centre where students have accessed their therapeutic interventions.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

- Dialogue between parents and the school is actively encouraged in order to resolve any problems at an early stage.
- In the first instance, parents are invited into school to discuss their concerns with the SENCO /Assistant SENCO or Head of Year/Assistant Head of year, who will endeavour to resolve the problem at a school level.
- The headteacher will also be informed at the above stage and, if needed, a meeting with the school governors will be arranged following the correct (LA) guidelines.
- The school has a complaints policy and parents who wish to pursue this are actively encouraged to do so.

Liverpool LOCAL OFFER

- If you have a specific question about the Liverpool Local Offer or require any specialised information or support please look at www.liverpool.gov.uk/about-the-local-offer