



Blackpool Gateway Academy

SEND
INFORMATION REPORT

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Written by SENDCOs

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FCAT
The best we can be

Blackpool Gateway Academy is part of Fylde Coast Academy Trust

“Learning today for a brighter tomorrow”

SEND Team

SENDCOs – Miss Makinson (EYFS + KS1) and Mr Kenny (KS2)

A Warm Welcome

Welcome to Blackpool Gateway Academy SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs or Disabilities (SEND).

At Blackpool Gateway Academy, we celebrate the fact that all children are different and are individuals. We make sure that we tailor all of our learning opportunities to meet the needs of individual children by providing a happy, nurturing and stimulating environment where all the children are encouraged to achieve, academically, emotionally and socially to their fullest potential. Within this report, you will find information about the provision that we offer at Blackpool Gateway Academy to support children with SEND.

<p>What kinds of Special Educational Needs does Blackpool Gateway Academy make provision for?</p> <p>What is SEND?</p>	<p>Blackpool Gateway is a two form entry Academy, from Nursery - Year 6. The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years which states that ‘a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they:</p> <ul style="list-style-type: none">(a) have a significantly greater difficulty in learning than the majority of children the same age; or(b) have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools’ <p>The Academy recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children’s skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage. The academy would also consider evidence that a child may have a disability and look into reasonable adjustments that may be needed.</p> <p>There is a wide-spectrum of SEND which are frequently inter-related. The four main areas as identified in the 2015 SEN Code of Practice are;</p> <ul style="list-style-type: none">1) Communication and Interaction2) Cognition and Learning3) Social, Emotional and Mental Health4) Sensory and /or Physical <p><u>Graduated Response</u></p> <p>The Academy operates a graduated response approach recognising that there is a continuum of SEND and that, where necessary, increasing specialist support should be brought in for advice. Targets and actions for a child are revisited, refined and reviewed with the growing understanding of their needs and to support progress and good outcomes for the child.</p> <p>If a child enrolls at the Academy with previously identified SEND, the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual child. Discussion would be held with the child (where appropriate), their parents, the</p>
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class teacher and the SENDCO regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the child. After a settling in and assessment period, new targets would be set for the child.

How will I know how my child is doing and how will Blackpool Gateway Academy help me to support my child's learning? -

	Autumn	Spring	Summer
All children	Parents' Evening Meeting/ phone conversations	Parents' Evening Meeting / phone conversations	Written Report Meeting on request / phone conversations
Children with SEND	Parents' Evening Meeting/ phone conversations Meeting with SENDCO for target setting and review.	Parents' Evening Meeting / phone conversations Meeting with SENDCO for target setting and review	Meeting with SENDCO for target setting and review /phone conversations

- If your child has an Education Health Care Plan (EHCP), there will also be a formal annual review of their progress, targets and associated support with their parents, the child and the professionals involved in the child's education, health and care.
- The phase SENDCO may also make referrals to outside agencies such as Educational Psychologists, Blackpool SEND team, Speech and Language and Occupational Therapists for additional advice and help to support a child's learning.
- You are welcome to request a meeting with the class teacher or Phase SENDCO (Tel: 01253 402936).

We hope to meet with parents of children with SEND as they join our school, either in Reception or in later years. The SENDCO and/or class teacher then regularly meets with many parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.

How will my child be involved and consulted?

- Children review their learning each lesson through a wide range of techniques including self assessment and peer assessment and they are involved in setting their own targets.
- Where appropriate, class teachers ensure that children's preferred learning styles are taken into account when planning lessons.
- For children with an EHC Plan, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views.

How does Blackpool Gateway Academy assess and review my child's progress?

At Blackpool Gateway Academy, the attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. Class teachers use a range of assessment techniques every lesson to assess children's understanding. For

	<p>example, using observations and using key questions. They also assess progress at the end of each term. All children's progress is monitored and tracked through termly progress meetings with the class teacher, SENDCO, and Head of School. Where needed, teachers may use Pivats and Milestones to assess and track the children's progress. This is normally with children who are working below the National Curriculum and significantly working below the expected standards.</p>
<p>What should I do if I am concerned about my child's progress or special educational needs?</p>	<ol style="list-style-type: none"> 1. Make an appointment with your child's class teacher at the earliest opportunity. The class teacher will discuss your concerns, act on them and give feedback to you. 2. The class teacher may decide that it is necessary to refer your concerns to the SENDCO who will contact you to arrange a further meeting. 3. If your child is transferring to Blackpool Gateway Academy, please give as much detail on the enrolment forms as possible. If your child has previously identified as having SEND you may wish to ask for a meeting with the phase SENDCO to discuss how your child can be supported in school.
<p>How does the school decide whether a child has special educational needs and what extra help may they need?</p>	<p>If teachers have any concerns with a child in their class, they will discuss these concerns with parents and the phase SENDCO. They will complete a Cause for Concern form. If necessary, the child may be placed on the SEND Register so that their progress can be closely monitored and additional support can be put in place as necessary.</p> <p>The class teacher may create an Individual Learning Plan (ILP), setting SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) targets for the child. These ILPs will be shared with parents. After an agreed time, the targets will be reviewed and evaluated and new targets (if needed) will be set. ILP reviews and new targets are shared with parents.</p> <p>Additional assessments may be required at this stage and if the child requires additional individualised provision, including support from outside agencies parents / carers will be informed and a meeting will be called to discuss this with the phase SENDCO. Their progress will be closely monitored through the following cycle; Assess, Plan, Do and Review. Our aim is for children receiving SEN School Support to make accelerated progress and return to regular whole school tracking.</p> <p>Whilst most children with SEND have their needs met at the school support level, as part of Quality first teaching and appropriate differentiation, some pupils may require additional support and so the initiation of a EHCP plan may be appropriate.</p> <p>At Blackpool Gateway Academy we provide an inclusive curriculum and learning environment for all learners. Children with Special Educational Needs and Disabilities (SEND) have full access to all National Curriculum subjects appropriate to the age and stage of their development. We use a range of approaches to support children with SEND needs and ensure that learning is scaffolded through adaptive teaching to enable all children to achieve. In addition to this, we effectively deploy support staff to provide further scaffolding and resources to support learning as appropriate. When this support is in place and when a child is deemed to still not be making sufficient progress, this begins the SEND referral process. We also have regular nurture sessions available where children need this.</p>

<p>How is the teaching and the curriculum adapted to meet my child's needs?</p>	<p>At Blackpool Gateway Academy our priority is to ensure that all children, including children with SEND, have access to lessons which are appropriately differentiated and personalised to meet the needs of all children.</p> <p>Teachers make use of ICT and interactive teaching methods ensuring that, as far as possible children's preferred learning styles are incorporated into lessons.</p> <p>Children are taught in different groupings appropriate to each lesson and their needs, including; gender, ability, age, prior knowledge, etc. Mixed groups can also be very effective to maximise learning potential. Teachers differentiate learning to meet a variety of needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. The high expectations that we have for all our children in the school are extended to children with SEND.</p> <p>We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review.'</p> <p>* Assess: The class teachers and if necessary the phase SENDCO or professionals from outside agencies, assess the needs of individuals.</p> <p>* Plan: We identify barriers to learning, intended outcomes and plan appropriate support and intervention to meet these outcomes.</p> <p>* Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.</p> <p>* Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.</p> <p>Classrooms are vibrant, stimulating and well resourced. Displays and interactive activities provide children with prompts and visual reminders to encourage children to learn independently.</p> <p>Each class has at least one teaching assistant assigned every morning and afternoon according to the needs of the children. They are given a range of responsibilities including; supporting group work, leading evidence based interventions and helping individuals learning within lessons. We aim for support to be as inclusive and 'in class' as often as possible.</p> <p>All staff are given regular training opportunities to support the needs of the children in school and the school makes good use of outside agencies for specific professional advice and 'in school' training.</p>
<p>How does Blackpool Gateway Academy provide provision for disabled children?</p>	<p>All children with SEND will have a transition meeting before starting school. These may be in the form of a multi-agency meeting, in which all the services involved with the child's care can discuss the best possible provision for these children.</p> <p>These meetings are held in time for school to put extra provision and/or resources in place before they start at our Academy. We also have staff available to help with admission forms and discuss any concerns parents and/or carers may have.</p>

	<p>Following our admission policy, a place will be given to a child with an Education Health Care Plan that names Blackpool Gateway Academy, this includes in year applications for places.</p> <p>Children at Blackpool Gateway Academy are taught to be very accepting of one another and we believe that they treat everyone equally whether they have a disability or not. If any incidents do occur, and a disabled child was treated less favourably, we would deal with the incident seriously and offer extra PSHE lessons around issues arisen.</p> <p>The Academy is designed to a modern standard; our facilities are accessible to all. All our doors are wide enough to fit a wheelchair through and the front entrance is on one level. We have a key controlled lift to provide access between floors and we also have a shower facility and disabled toilets on each floor, as well as a disabled parking space available in our school car park.</p> <p>Please also refer to FCAT's Accessibility Policy and Plan (2017 to 2020) which is available on our website.</p> <p>https://www.gateway.fcat.org.uk/</p>
<p>How does Blackpool Gateway Academy promote positive behaviour?</p>	<p>We make use of many strategies and techniques to focus on promoting positive behaviour:</p> <ul style="list-style-type: none"> ● Staff Role modeling ● High expectations ● Class Dojos (given individually to children interactively on the whiteboard) ● In class incentives (e.g behaviour boards, treat boxes etc)
<p>How will Blackpool Gateway Academy support my child's emotional and social wellbeing?</p>	<p>At Blackpool Gateway Academy, we believe children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children experience some challenges along the way and we are committed to supporting them through these. Some of the ways we are able to do this include:</p> <ul style="list-style-type: none"> ● Regular circle times ● Collective Assemblies ● Anti-Bullying Policy ● Social Skills Groups ● Nurture Group activities ● Access to pastoral care if required ● Access to counselling if required <p>At playtimes, we have staff out on the playground to help with social interaction and to initiate games for those children who are struggling with friendships,</p>
<p>What training and specialist skills do the staff supporting children with SEND have?</p>	<p>All staff in school have regular training to support the needs of all the children in the school. Training needs are regularly audited and reviewed by the SENDCO team and the Head teacher.</p> <p>All class teachers have Qualified Teacher Status (QTS) and there is a strong emphasis on continued learning. The school has a qualified SENDCO who has achieved the NASC (National Award for SEND Coordination).</p> <p>The school also receives training, advice and support from specialist services such as:</p> <ul style="list-style-type: none"> ● Speech and Language Therapists (SALT) ● Occupational Therapists (OT) ● Educational Psychologists

	<ul style="list-style-type: none"> ● School Nurse ● Children and Adolescents Mental Health Service (CAHMS) ● Social Workers ● Blackpool SEND Inclusion Team <p>These services are either sought through the Local Authority, the NHS, or commissioned privately.</p>
<p>How does the school work together with specialist services?</p>	<p>Referrals to specialist services are generally made by the SENDCO and parents would be consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed.</p> <p>There may be meetings where parents and all of the professionals working with the child meet and collaborate together. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next meeting and next steps planned for.</p>
<p>How do you make the school environment and curriculum accessible for all children?</p>	<p>The Academy opened in September 2013 and is fully wheelchair accessible. We have a key controlled lift so that both floors are accessible. There are also disabled toilets located on both floors. There is a disabled parking space located near the front entrance.</p> <p>Text may be enlarged and different coloured paper/overlays used when needed. For those that require it, additional time or a quiet space can be arranged for children with SEND during tests.</p>
<p>How will my child be included in activities outside of the classroom?</p>	<p>Children in school have the opportunity to apply for lunchtime and after school clubs or activities, regardless of their SEND.</p> <p>Pupils can take part in a variety of offered activities and clubs. These clubs are available to all the pupils in the designated age range assigned to that activity.</p> <p>Children are encouraged to play playground games with each other. Staff members are available to show children how to play games which are age appropriate to them.</p> <p>School trips are carefully planned for and the risk assessments ensure that the staff leading trips consider all of the children's needs and abilities. If a child has a teaching assistant as part of their regular support in school, the child would have this level of support on a school trip as well.</p>
<p>How will the school prepare my child to join the school or transfer to a new school?</p>	<p>Transition programmes are put in place by the class teacher and the phase SENDCO. These may include additional visits to a new school or visiting a child in their current setting prior to arriving at Blackpool Gateway Academy. Careful sharing of information is essential and meetings are held with staff, parents and children to discuss any concerns prior to a transition.</p> <p>Some children may like a transition book with information about their new school / class and teachers. These will be provided by the phase SENDCO. For children with ASD or attachment difficulties there may need to be a specific social story to aid the transition.</p> <p>If your child is joining Blackpool Gateway Academy part way through their school career, we will arrange for you to meet with the phase SENDCO and/or the Headteacher to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that has been effective in the past. If necessary, we can arrange extra visits to support your child's transition to us. Records will be passed on or received and read carefully to ensure that staff are ready for a new child's arrival.</p>

<p>What to do if my child has medical needs?</p>	<p>If needed, a Health Care Plan will be written by the phase SENDCO and shared with all relevant staff working with your child.</p> <p>For children with more complex medical needs a meeting will be held with the phase SENDCO to ensure that the school has the most up to date Health Care Plan and appropriate provision will then be put in place.</p> <p>Please also let your child's class teacher and the phase SENDCO know if your child develops medical needs during their time in school.</p> <p>In addition, Epipen training has been provided by the School Nurse and epilepsy training has been provided by an NHS professional, to ensure the relevant staff are conversant with the appropriate action or medical procedure required.</p>
<p>What should I do if I am unhappy with my child's support or progress?</p>	<ol style="list-style-type: none"> 1. Discuss your concerns with your child's class teacher. 2. If your concerns continue, please contact the phase SENDCO and/or Headteacher. 3. Please contact the Chair of Governors if your concerns remain unresolved. <p>For further details please see the school's 'Complaints Procedure.' Copies can be obtained from the school office or it can be found on our school website</p> <p>https://www.gateway.fcat.org.uk/</p>
<p>Where can I go for further advice and support?</p>	<p>The information in this report feeds into Blackpool's local offer,</p> <p>https://www.fyidirectory.co.uk/blackpool-local-offer</p> <p>which details support, opportunities and services available to children and young people in Blackpool who have SEND.</p>

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