



Introduction

Garstang Community Academy is dedicated to providing an inclusive and welcoming education for all learners, enabling pupils with Special Educational Needs and Disabilities (SEND) to be 'the best they can be,' now and in the future. We highly value our partnerships with our parents/carers and external agencies. Our approach is firmly based on the guidance provided within the SEND Code of Practice.

This SEND Information Report aims to offer parents/carers and pupils an insight into our academy's provision for pupils with SEND. We hope it provides you with a clear understanding of the support and opportunities available.

If you have any questions about the information contained in this report, please do not hesitate to contact our school SENDCo at info@garstang.fcat.org.uk.

What kind of SEND needs can be met at Garstang Community Academy?

Garstang Community Academy is an inclusive academy where we endeavour to support the needs of all learners across a wide range of Special Educational Needs. We aim to maximise the potential of all students, enabling them to achieve their potential personally, socially, emotionally, and academically.

We currently cater for various needs, including:

- Specific Learning Difficulties such as Dyslexia.
- Autistic Spectrum Conditions.
- Hearing Impairment.
- Visual Impairment.
- Speech and Language Difficulties.
- ADHD (Attention Deficit Hyperactivity Disorder) / ADD (Attention Deficit Disorder).
- Social, Emotional or Mental Health or well-being difficulties.
- Physical and/or medical difficulties.

How does the school identify and assess children and young people with Special Educational Needs and who is responsible for overseeing this process?

At Garstang Community Academy, we use a variety of information to help us identify and assess pupils with Special Educational Needs. These include:

- Information provided from Primary School.
- The use of screening tests and assessments in school, such as Cognitive Ability Tests (CAT) and New Group Reading Tests (NGRT) for all pupils at the start of Year 7.

- Concerns raised by parents. Parents can raise concerns throughout the year by emailing info@garstang.fcat.org.uk. If parents take their child for a private assessment, the results can be shared with the school.
- Self-referral from a pupil who has concerns about their own learning.
- Referral from a teacher who has concerns about a pupil. Throughout Year 7 to 11, teachers may raise concerns with the Learning Support team, Special Educational Needs and Disabilities Coordinator (SENDCo), Progress Leader, or Subject Leader.

Most pupils identified with additional needs can have their needs met through Quality First Teaching in the classroom by the class teacher.

We have two formal categories of SEND at Garstang Community Academy and a monitoring list:

- SEND Support 'K': These students receive intervention defined as being additional to or different from that generally made available to others of the same age and have a SEN Support Plan.
- EHCP 'E': Applies to pupils who have complex special educational needs and an agreed Education, Health and Care Plan issued by the Local Authority. These students also have a SEN Support Plan.
- Monitoring Universal plus 'U+': As part of Universal Provision, in-class reasonable adjustments (micro interventions) are implemented before a SEN support plan is actioned. These pupils are closely monitored by teachers and the SENDCo and have personalised strategies outlined to teachers. The school is working towards these pupils having a Passport to Learning. Parents are informed when their child is added to the Monitoring list.

Our SENDCo leads the identification and assessment processes. The SENDCo is responsible for assessing, planning, and monitoring the progress of children with SEND. They consult and liaise with staff, parents and carers, external agencies, and appropriate professionals and voluntary bodies to ensure support is coordinated and targeted appropriately. For specific SEND-related discussions, parents/carers can contact the SENDCo via the general school email at info@garstang.fcat.org.uk.

What opportunities are provided for parents and carers to be consulted regarding the identification and support of their child's Special Educational Needs?

We have many ways to support parents/carers to be fully involved in the identification and support of pupils with Special Educational Needs. These include:

- Transition Meetings for EHCP pupils: For pupils with an Education, Health and Care Plan (EHCP) at Primary School, the SENDCo is usually invited to the Year 6 transition review to discuss arrangements with parents, the school, and other professionals. For other students, there is a chance to meet the SENDCo and Progress Leader to discuss concerns.
- Regular Meetings and Contact: Meetings and contact with parents usually occur within the normal cycle of discussions with all pupils' parents, as outlined in the SEND policy. However, it is recognised that for parents of pupils with SEND, these meetings may require more time.
- Direct Contact with Learning Support Department: Parents are actively encouraged to contact the Learning Support Department via email (info@garstang.fcat.org.uk) or phone when they have concerns or queries regarding their child's needs.

- EHCP Annual Reviews: Pupils with an EHCP will be invited to meet the SENDCo at least once a year to formally review progress and plan support. In practice, contact between parents and school is usually more frequent.
- Developing and Reviewing Pupil SEND Support Plans: Parent/carer input is crucial when it comes to planning pupil support. Parents/carers are supported to be actively involved in the development, review, and updating of their child's support plans. All students with additional needs, and their parents, contribute to the writing of the SEN Support plan.

How does the school involve pupils with Special Educational Needs in decisions relating to their education?

We consult with our pupils with SEN and involve them in decisions regarding their education in many ways. These include:

- Whole School Opportunities: Pupils with SEND are involved in whole school opportunities such as 'pupil voice' surveys and school council.
- Involvement in Review Process: Students with SEND will be involved in the review process, which varies depending on each case.
- Feedback and Influencing Strategies: For some pupils, this will be feedback on strengths and difficulties and influencing strategies given to teachers.
- Formal EHCP Review Input: For others, it may be through written advice for their formal annual EHCP review.
- Contribution to Support Plans: All pupils on the SEND register are supported to contribute towards the development and review of their Learning Support Plans. Pupils with an EHCP are also supported to contribute towards the development and review of their plan as part of the annual review process, in a way appropriate for their age and developmental stage.

How does the school assess and review the progress of children with Special Educational Needs?

The school assesses and reviews the progress of pupils with Special Educational Needs through a variety of methods to ensure that support is effective and tailored to individual needs.

- Regular Monitoring and Review Cycles: As part of Garstang's Assessment and Reporting cycle, contact will be made with parents at least three times a year.
- Termly Intervention Reviews: SEND pupils and pupils on the Monitoring list will be monitored, and their interventions reviewed after each grade event termly.
- Annual Reviews for EHCPs: A student with an EHCP will also have an Annual Review.
- Collaborative Plan Writing: All students with additional needs, and their parents, contribute to the writing of the SEN Support plan.
- SENDCo's Role: The SENDCo is responsible for assessing, planning, and monitoring the progress of children with SEND.
- Comprehensive Evaluation: We evaluate the effectiveness of provision for pupils with SEND through:
 - Reviewing pupil progress.

- Reviewing the impact of interventions.
- Using student, parent, and teacher voice.
- Monitoring by SENDCo and termly reviews.
- Annual reviews for pupils with an EHCP.
- SEND audits by SEND consultants through the year.
- Governor meetings.

How does the school support the transition of pupils with special educational needs between each phase of education? As part of this work how are pupils prepared for adulthood?

We recognise transition can be a challenging time for all pupils, but especially so for many pupils with Special Educational Needs. To support times of transition:

- Liaison with New Placements: When pupils transfer to another school, the SENDCo will liaise with the placement, parents, and child.
- Information Transfer: The SENDCo will coordinate the transfer of information as appropriate to ensure that no gaps in learning occur during transitions.
- Post-16 Transition Support: When our pupils transition post-16 to education, training, or employment, we liaise with the identified destination to support their transition.

We prepare students with SEND for adulthood in many ways, supporting them in their ambitions which could include higher education, employment, independent living, and participation in society.

- Common Destinations: Some of the destinations for pupils with SEND include Preston College, Blackpool College, Lancaster and Morecambe College, Myerscough College, Lancaster Royal Grammar School Sixth form, and other local Sixth Forms.

What is the school's approach to teaching children and young people with Special Educational Needs to ensure progress?

We are committed to ensuring that all pupils, including those with Special Educational Needs (SEN), make at least good progress. At Garstang Community Academy, it is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all pupils. Teachers adapt their teaching according to the individual needs of the pupils through Quality First Teaching (QFT). Teachers are informed about pupils' needs through Edukey (Provision Map) and Bromcom, which are updated throughout the year, through access to reports and by information emails circulated when needed.

Our approach supports pupils across various categories of SEND, including those on the Monitoring list (Universal plus, U+), those receiving SEND Support (K code), and those with Education, Health, and Care Plans (E code). This implies a graduated approach to provision, supported by assess, plan, do, review (APDR) cycles as described in the guidance document.

How are adaptations made to the curriculum and the learning environment to accommodate the diverse needs of children and young people with Special Educational Needs?

Adaptations are made to the curriculum and the learning environment by carefully considering each pupil's individual needs and making changes to how we teach and the learning environment.

Adaptations are made on an individual basis as to what that pupil needs. This includes:

- Quality First Teaching Strategies: Within the classroom, this involves providing processing time, using visual as well as verbal clues, prompts, and sentence starters, and reading instructions aloud.
- Curriculum Adaptations: This may include setting, varied teaching styles, utilising Teaching Assistants (TAs) within lessons, smaller group teaching, and interventions.
- Learning Aides: Use of equipment and assistive technology, such as laptops and coloured overlays.
- Physical and Environmental Adaptations: Changing facilities for pupils with disabilities and accommodations to timetables for pupils who use a wheelchair.
- Dedicated Learning Space: A Learning Support room which can provide a place for adaptations to pupils' timetables as well as a quiet space.

**What expertise and training do staff receive to support pupils with Special Educational Needs?
How does the school secure specialist expertise when needed?**

The Learning Support department at Garstang Community Academy includes four Teaching Assistants (TAs), one Higher Level Teaching Assistant (HLTA), and the SENDCo. TAs are timetabled to support pupils who require specific support in lessons, mentor students, and provide intervention sessions.

To support pupils with Special Educational Needs, staff receive expertise and training through:

- Learning Support Booklet: Staff have access to a Learning Support Booklet outlining key areas of need for our pupils and classroom strategy ideas.
- External Specialist Training: External specialist teachers are invited to lead specific sessions, for example, aimed at adaptive teaching.
- Ongoing Professional Development: Throughout the year, the staff bulletin contains SEND updates and relevant articles to help improve awareness and attainment for our SEND pupils.
- Targeted Training: Phonics training for learning support assistants and Mental Health First Aid training for learning support staff.
- Whole Staff CPD: Whole staff Continuing Professional Development (CPD) relating to SEND is provided.

The school secures specialist expertise when needed through professional support from a range of agencies and professionals, including:

- Educational Psychologist assessments.
- EAL 1:1 support (Local Authority).
- Specialist teacher support for Visual Impairment (VI), Hearing Impairment (HI), Physical Disabilities (PD) (Local Authority).
- Occupational therapist.
- Physiotherapist.

- Pastoral support for mental health and wellbeing from SHINE mental health practitioners, Life coach support, and Barnardo's.

How does the school evaluate the effectiveness of the support provided for pupils with Special Educational Needs and what measures are in place for continuous improvement?

The effectiveness of our overall provision is measured against the progress, attainment, and personal development of pupils with SEND in all areas of their learning. The effectiveness of interventions for learners with SEND are measured using the graduated approach to SEND using the assess-plan-do-review model.

We evaluate the effectiveness of provision for pupils with SEND through a comprehensive set of measures for continuous improvement, including:

- Reviewing pupil progress.
- Reviewing the impact of interventions.
- Using student, parent, and teacher voice.
- Monitoring by the SENDCo and termly reviews.
- Annual reviews for pupils with an EHCP.
- SEND audits by SEND consultants throughout the year.
- Governor meetings.

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

Pupils with Special Educational Needs are enabled to engage in school activities alongside their peers through a whole-school commitment to inclusive practices.

As part of our extended curriculum offer, we actively monitor, encourage, and support all pupils to participate in extra-curricular activities, including clubs, school events, and trips. Garstang Community Academy offers numerous clubs and societies that are inclusive for all of our pupils, including those with SEND. These are run during form time, lunch time, or after school. Currently, these include:

- Art
- Choir
- Dance
- Drama
- DT
- Football
- Guitar
- History
- Hockey

- Homework club
- Maths
- Music
- Netball
- Reading
- Rugby
- School Band
- Table Tennis
- Wellbeing

What support is available for improving the emotional and social development of children and young people with special educational needs?

We understand that the emotional and social well-being of pupils with Special Educational Needs is crucial for pupils' development and learning. Our provision for improving the emotional and social development of children and young people with SEND includes:

- Close Collaboration: Our Learning Support department works closely with the pastoral leaders in the school to monitor and support the wellbeing of our pupils.
- Counselling Services: We have counsellors that work with our pupils.
- Staff Guidance: Our staff bulletin has examples of strategies to help our pupils socially and emotionally with their problems.

Measures to Prevent Bullying: We have a strict no-tolerance policy regarding bullying at Garstang Community Academy. Our pastoral team and behaviour managers swiftly deal with pupils' concerns.

How does the school engage multi agency support in meeting the Special Educational Needs of children and young people and supporting their families?

As part of Garstang Community Academy's approach to meeting the needs of pupils with SEND, we work with a range of external agencies. Our SENDCo coordinates this work. Where we have permission from families to do so, we work with many other agencies to ensure that the needs of the pupil and their family are met.

This could involve following the Local Authority (LA) Early Help Assessment adopting a Team Around the Child/Family approach, which involves Pastoral Leaders as well as the SENDCo.

The agencies and specialist professionals we work with include:

- Specialist Teachers and Agencies that come into school to work with pupils, such as:
 - Hearing Impaired (HI) Specialists.
 - Speech and Language Therapy (SALT).
 - Physiotherapists.
 - Occupational Therapists.

- Educational Psychologists.
- Other voluntary services.

What procedures are in place for handling complaints from parents/carers of children with Special Educational Needs regarding the provision made at the school?

We always aim to address any concerns parents/carers may have promptly and effectively. If parents/carers have a complaint about SEND provision, the first thing to do would be to get in touch with the SENDCo and/or Pastoral Leader to see whether the issue can be resolved. This can be done by emailing info@garstang.fcat.org.uk.

However, if parents/carers feel that their views have not been adequately considered or the issue is not resolved, the formal school complaints procedure should be followed. Details of this procedure can be found on our school website in the policies section. For further details about the FCAT Accessibility Plan and school's Admission arrangements, please visit <https://garstangcommunityacademy.com/information/policies>.