



Garstang Community Academy Special Educational Needs and Disability (SEND) Policy

Introduction

Garstang Community Academy (GCA) is an inclusive, non-selective school located in the North West of Lancashire. We believe that every child has the right to access education that meets their needs and prepares them well for adulthood. As an inclusive Academy, we are committed to working collaboratively with students, their families and external partners to ensure that all aspects of school life are accessible and appropriately adapted to meet the wide range of individual needs and prepare them for adulthood.

All staff are dedicated to ensuring mainstream provision is as accessible as possible and meets the needs of students with SEND. Early identification and effective programmes of support are key to ensuring students with SEND can “Grow, Care and Achieve”. This provision allows students with SEND to make progress in line with their peers and within national expectations.

Garstang SEND Intent Statement

At Garstang Academy we work together to ensure all our students can ‘Grow, Care and Achieve’ in a caring and inclusive environment.

We aim to ensure our students will ‘Grow, Care and Achieve’ by embedding our school values in all we do, in particular we ensure we:

- are *ambitious* for all our students’ future choices
- demonstrate *pride* by taking every opportunity to celebrate individual achievement
- strive for individual *excellence*

Definition of SEND

The term SEND (Special Educational Needs and Disabilities) encompasses a wide range of needs. The SEND code of Practice states that “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”. (*SEND Code of Practice*)

Categories of SEND

Whilst there is a wide spectrum of individual and additional needs, SEND is recognised as four broad areas of need:

- 1) cognition and learning

- 2) social, emotional and mental health
- 3) communication and interaction
- 4) SENDsory and/or physical needs

These areas can be multiple and overlapping.

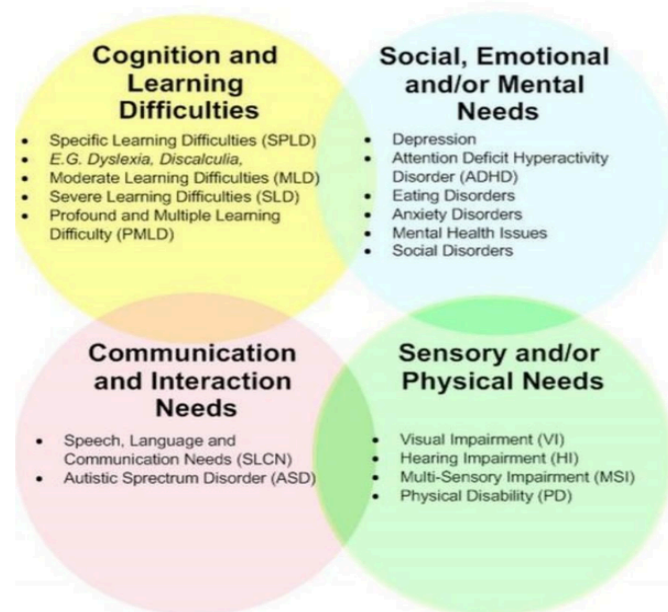


Figure 1: Categories of need

Many students identified with SEND needs are well placed in our inclusive mainstream provision. As an inclusive Multi Academy Trust (MAT) we strive to meet an increasing number of students' needs through **High Quality Adaptive Teaching and a Trauma Informed Approach**.

Creating Enabling Learning Environments

All FCAT Academies aim to provide students with learning environments which are:

- Emotionally supportive and Trauma Informed, with an atmosphere of encouragement and respect of individual needs.
- Welcoming for students with diverse needs and where reasonable adjustments are made so the building, curriculum and resources are accessible for all.
- Well-resourced with appropriately adapted resources, including ICT.
- High quality, structured and tidy learning spaces appropriate to the age and developmental needs of the students.

Ensuring Effective SEND Provision: FCAT's Eight Areas of SEND Practice

To provide high quality provision for students with SEND the following eight areas of practice are adopted across each academy:

- **Effective Leadership of SEND**, ensuring clear direction and accountability for SEND provision.

- **Early and accurate assessment and identification of need**, with systems and processes which enable SENDCOs to work closely with teachers, TAs and parent/ carers to support the early identification of students with SEND. Early identification is the process where concerns about an individual are noted and acted upon as soon as they become apparent; this could be prior to a child entering Year 7 provisions to a need arising in year 11.
- **High Quality Adaptive Teaching and Learning and a Trauma Informed Approach** for all students including those with SEND.
- **A graduated and holistic approach to SEND provision** which is responsive to the needs, development and wellbeing of the students.
- **Effective monitoring, tracking and evaluation** of student progress and attainment of learners with SEND.
- **The efficient use of resources** to support students' needs including staff access to SEND CPD (Continuing Professional Development).
- **SEND improvement processes** to support the identification of success and address areas which require development.
- **Systems which ensure all academies meet their statutory responsibilities** for students with SEND.

These eight areas of practice align to the recommendations set out in the NASEND SEND review frameworks and the requirements of the SEND Code of Practice.

Working in Partnership

At GCA we are committed to working in partnership with integrity and an outward mindset with the following stakeholders:

- **students** with SEND - listening to and responding to student voice.
- **Parent/carers** of students with SEND - working in partnership to support their child.
- **External agencies** -supporting students, their families and FCAT staff. FCAT values working in partnership with educational specialists and external agencies, including health, social services, as well as Blackpool and Lancashire Local Authority SEND teams.
- **Colleagues** across the Trust and within each academy- working together to develop shared staff expertise and support.

Roles and Responsibilities

Garstang Community Academy is committed to the distributed leadership of provision for SEND across each year group. At GCA all leaders are leaders of SEND and therefore have a responsibility to include developing SEND provision and meeting the needs of students with SEND as part of their leadership roles.

To ensure clear direction and accountability for SEND provision FCAT have identified specific SEND leadership roles across the Trust and within each academy.

The role of the SENDCo (Special Educational Needs Coordinator) is fundamental to the leadership of SEND within our academy. Therefore, we have a SENDCo who enables students with identified SEND needs to receive support at a level appropriate to their needs.

At GCA we concur with the SEND code of Practice which identifies all teachers as responsible for meeting the needs and the progress of all students in their class including those with SEND.

Interventions

At GCA, interventions are used to support students to progress and secure positive outcomes. An intervention is defined as, “Any action or series of actions which are taken specifically to meet the particular identified needs of a student.” (5 supporting Documents for Early Identification of Children’s Needs, 2021, asset.naSEND.org.uk) These include micro interventions used to support students as part of GCA’s inclusive universal + provision.

Identification of Learners with SEND

Garstang Academy is committed to the early identification of students with SEND. The SENDCo, Laura Cooper, and external providers such as Educational Psychologists, Specialist teachers and Health workers work closely with teachers to support students with SEND.

Graduated Approach to supporting students with SEND

In accordance with the SEND Code of Practice, Garstang Community Academy follows the Assess-Plan-Do Review approach to managing and supporting students with SEND. Parents/Carers and learners are involved at all stages to ensure individual needs are met.



Figure 2: Assess, Plan, Do and Review Cycle (APDR)

The APDR cycle is part of GCA’s graduated SEND provision. Parents/ Carers and students will be supported to be involved at all stages of the graduated approach.

Graduated SEND Provision

1. Universal Provision - High Quality Teaching

The first stage of provision for all students including those with SEND is High Quality Adaptive Teaching and a Trauma Informed Approach to meeting need.

If students' needs are being met, universal provision continues. This includes **Cognitive and metacognitive strategies prioritising:**

- **Explicit teaching strategies**
- **Scaffolding**
- **Modelling**

2. Universal + Provision

If students' needs are identified as not progressing as expected, universal + provision will be implemented. The purpose of this provision is to provide a) effective monitoring and b) micro interventions.

This provision ensures **effective inclusive practices** and **reasonable adjustments** are applied across our inclusive classrooms. When successful, students receiving Universal Plus support **thrive, make progress** and have their needs met effectively. Successful micro interventions will be recorded as part of the individual academies monitoring and transition information.

For students whose needs are not met through this provision, the process ensures students are **accurately identified** so they can receive appropriate **targeted support** in a timely manner.

3. Targeted SEND Support

If students' needs are identified as not progressing as expected and students are identified as requiring provision which is, "Different from or additional to that normally available to students of the same age," they will receive targeted SEND support. (SEND Code of Practice, op.cit, section 6 para 6.15 Page 94)

These students will be on the SEND register, coded K. These students will have a Learning Support Plan (K), in some academies these may be called Learning Plan (K). The Learning Support Plan (K) will detail the targeted, timed interventions the student will receive.

Learning support plans will be reviewed at least termly with families, students and staff as part of the assess, plan, do, review cycle. If students' outcomes are met, and no further outcomes are necessary the student will return to universal plus provision.

If outcomes are not met students will continue to receive targeted SEND support. If needed, as part of FCAT's graduated SEND provision additional external agency support will be sought to help develop the interventions being provided by the academy and ensure there are no unmet SEND needs.

4. Specialist SEND support. -Education Health and Care Plan (EHCP)

For identified students it may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENDCo will coordinate the necessary specialist support and prepare the documentation for the assessment panel.

The assessment panel is an external body of professionals who will decide based upon all the evidence whether it is appropriate to have a plan issued or for a student to remain on Targeted SEND support.

A student's EHCP will include detailed information about the student's needs, the arrangements to support the student, identified provision and agreed outcomes for the end of the student's current key stage.

Students with an EHCP will be on the SEND register, coded E. These students will have a Learning Plan. The Learning Plan will detail the targeted, timed interventions detailed in the student's EHCP section F.

Progress towards the end of key stage outcomes identified in these students' EHCPs will be reviewed at least termly with families, students and staff and will include an **Annual Review**.

Annual reviews will always include parents/carers and students. The external agencies supporting the student should attend the review and provide advice.

If a student's outcomes are met, and no further outcomes are necessary, an EHCP can cease at the annual review and the student will return to the appropriate level of GCA's graduated SEND provision.

If a student is working towards outcomes in their EHCP, the plan will be maintained.

If needs cannot be met, as stated in the EHCP by the setting, the SENDCO will call an emergency Annual Review to seek further specialist advice including the consideration of enhanced, specialist or alternative provision.

Monitoring List

GCA has a monitoring list of students who are receiving Universal + provision. The SENDCO will ensure these records are accurate, kept up to date and shared with staff who work or will be working with these students.

SEND Register

GCA will keep a SEND register. The register will enable SENDco Leaders, teachers and support staff to be aware of students' receiving targeted, specialist SEND provision or enhanced provision.

Curriculum Entitlement

All students with SEND will access a broad and balanced curriculum appropriate to the student's age, development and SEND needs.

Uniform

At GCA, uniforms play an important role in promoting a sense of community and belonging. In accordance with the Equality Act 2010, FCAT is committed to making reasonable adjustments if a student's disability is identified as a barrier to wearing a specific uniform item. Adjustments will be determined and documented on a case by case basis.

Assessment

All students at GCA, including students with SEND, will be assessed formatively to ensure barriers to learning can be broken down, gaps in learning can be quickly addressed and interventions adapted to meet need. This is the start of the Assess, Plan, Do, Review cycle.

The Assess, Plan, Do, Review cycle will be completed formally at least termly for all students on the SEND register.

Students will also be assessed using a range of summative assessments. Students' progress and attainment will be tracked and monitored to ensure there is a positive impact of SEND provision or to identify areas requiring development, these will be actioned.

Ambitious End points

Assessment information will be used to enable FCAT staff to understand each student's starting point. From these starting points ambitious end points will be identified for students with SEND.

Transition

At Garstang Academy, we recognise that times of transition can be challenging for all our students and particularly for students with SEND. To ensure effective and efficient communication and transfer of information when students enter school, the SENDCo will coordinate meetings and/or discussions with parents, feeder schools and the student. When students transfer to another school, the SENDCO will liaise with the school, parents and child. Garstang recognises that transition takes place every time a child moves class. The SENDCo will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur at this time. At Garstang the staff use a shared drive to ensure information is available and accessible at all times. When our students transition post 16 to education, training or employment we liaise with the identified destination to support transition.

Staff Development

Garstang recognises all teachers and Teaching Assistants (TAs) are teachers of students with SEND. Staff receive training to ensure that they can effectively meet students needs and offer students a broad and balanced curriculum.

To develop staff awareness, knowledge and expertise in SEND, FCAT supports SENDCOs to facilitate appropriate training opportunities for all staff in their academy. GCA and FCAT encourages and supports ongoing training for all SENDCOs.

SENDCOs also attend the termly SENDCO Primary and Secondary FCAT network meetings, receive support from the Director for SEND and have the opportunity to participate in a FCAT SEND reviews

Multi agency work

The staff at Garstang Community Academy value working in partnership with other agencies, such as health, social services and Lancashire Local Authority SEND teams, to meet the needs of all our students.

The Local Offer

Garstang works in partnership with Lancashire Local Authority agency as part of the local offer for SEND.

Lancashire Local Offer can be viewed via this link

<https://www.lancashire.gov.uk/students-education-families/special-educational-needs-and-disabilities/your-local-offer/>

GCA works in partnership with the Local Authority, Lancashire, as agency partners in the development, review and publication of the Blackpool or Lancashire Local Offer for SEND. Links to the Local Offer are available on the link above and all FCAT academy websites.

The Local Offer gives students with SEND and their families' information about the support services local authority provides for students with SEND. This includes access to impartial advice from the SEND Information Advice and Support Services (SENDIASS).

Date reviewed: June 2026

Date to review policy: June 2027

Appendix 1

Specific Roles and Responsibilities in meeting the needs of students with SEND.

All staff have a responsibility to work towards meeting the needs of students with SEND. This includes the following specific SEND roles across FCAT and within each academy.

Trust Level

The Board of Trustees

In cooperation with the Chief Executive Officer (CEO) the Trustees agree the Trust's SEND policy and approach to provision for SEND students maintaining oversight of the Trust's work. In addition, the Trustees appoint a member of the Board of Trustees to take a particular interest in and closely monitor the Trust's work on behalf of students with SEND, reporting on the Trust's policy in relation to SEND.

CEO and Executive team

The CEO is responsible and accountable across the organisation for implementing strategy, leading growth and representing the Trust. The CEO of FCAT works directly with the Executive FCAT Team and Directors to ensure every student including those with SEND receives a high-quality education.

Director for SEND

The Director for SEND is responsible for providing strategic direction for SEND across the Trust and is responsible for facilitating cooperation and knowledge sharing across the Trust to ensure students with SEND receive a high-quality education. This role includes carrying out Solution Focused SEND Reviews across the Trust.

FCAT Governors

Each academy's Governing Body has appointed a Governor to champion the needs of students with SEND. The role of the FCAT Governor is a strategic role. A key part of this role is to monitor and professionally challenge SEND and inclusion provision whilst supporting the well being of the SENDCO. FCAT SEND Governors attend termly network meetings to enable them to receive training and liaise with the SEND Trustee.

Academy Level

Headteacher

The Headteacher for GCA is responsible for the leadership and management of all aspects of their academy's work including provision for students with SEND. The Headteacher works closely with the academies' SENDCO to ensure students with SEND have their needs met. The Headteacher keeps the Governing Body fully informed about SEND provision and impact.

SENDCO

The SENDCO in collaboration with the Headteacher and Governing Body determines the strategic development of the SEND policy and provision in their academy to ensure the well being and progress of students with SEND. The SENDCO is responsible for the day to day development and operation of the SEND policy and coordination of the provision made for individual students with SEND. The SENDCO works closely with students, staff, parents /carers and other agencies.

The SENDCO provides professional guidance to colleagues with the aims of securing high quality adaptive teaching for students with SEND. The SENDCO collaborates with class teachers, so that learning for all students has equal priority and available resources are used to maximum effect.

Support for staff and students is achieved through the: analysis and assessment of students' needs, progress and achievement; monitoring and supporting the development of high quality adaptive teaching and the setting of targets for improvement. The SENDCO requests external professional involvement and advice, when appropriate, this may include advisory teachers, educational psychologists and speech and language therapists.

The SENDCO works with the Headteacher and the academy's SEND Governor to ensure the academy meets its legislative responsibilities, regarding SEND. This includes keeping an accurate register of students with SEND; developing and publishing an annual SEND Information Report and SEND policy. Ensuring there is a Link to the LEA Local Offer and FCAT Accessibility Plan via the academies' website.

Teachers

Teachers are responsible for meeting the needs and the progress of all students in their class including those with SEND. Teachers strive to deliver High Quality Adaptive Teaching and a Trauma Informed Approach based on accurate assessment to meet the needs of students with SEND. Teachers with the support of the SENDCO identify, as early as possible, students with SEND within their own class. Teachers consult with the SENDCO to meet the needs of students with SEND in their class. Teachers liaise with and support parents /carers of student in their class at all stages of the graduated approach and ensure SEND related paperwork for students in their class is kept up to date and is of high quality. Teachers ensure Teaching Assistants and Support Staff assigned to their class are well deployed and effective.

Support Staff

Teaching Assistants and Support staff, with the support and direction of the teacher and SENDCO, support, teach and assess students. They take time to develop their knowledge of the needs of the students therefore helping to break down barriers to learning and support student progress in a way which maximises student's independence and self-esteem.

External Agencies

External Agencies work in partnership with academy staff and parents /carers to share their expertise and professional support to help meet the needs of students with SEND.

Parents/ Carers

The relationship between parents/carers is crucial to all student's educational progress and wellbeing. Therefore, all academy staff work towards achieving positive and effective partnerships with all parents/ carers.