



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

Introduction

Garstang Academy 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 pupils, 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.

Garstang staff team are dedicated to ensuring mainstream provision is as accessible as possible and meets the needs of pupils with SEND. Early identification and effective programmes of support are key to ensuring pupils with SEND can “Grow, Care and Achieve”. This provision allows pupils 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 pupils can ‘Grow, Care and Achieve’ in a caring and inclusive environment.

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

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

Definition of SEND

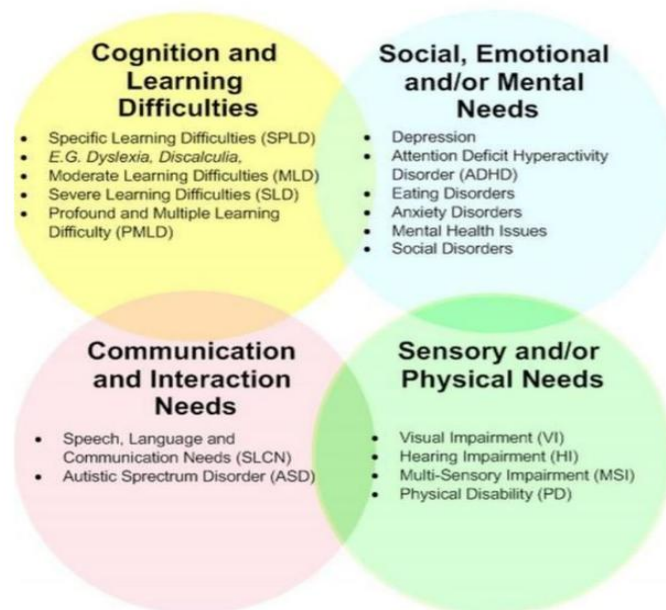
The term SEND (Special Educational Needs and Disabilities) encompasses a wide range of needs. The SEND code of Practice states that “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory 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) sensory and/or physical needs

These areas can be multiple and overlapping.



Effective SEND Provision

Ensuring the Principles of Effective SEND Provision are present across Garstang Academy

Garstang Academy strives to incorporate the following principles into their provision for pupils with SEND:

- Early Identification of need
- Learner engagement
- Timely and accurate record keeping
- Challenging, realistic target setting
- Small step approaches
- Adopting the “Assess – Plan – Do – Review” cycle
- Clear, effective and honest communication
- Shared staff expertise and support
- Effective and appropriate interventions and support
- Fair and equal access to all extra-curricular provision, clubs and activities providing opportunities to foster and develop interests and talents

Developing inclusive pedagogy

Garstang Academy aims to develop an inclusive pedagogy by applying the following principles:

- Responding positively to the diverse needs that pupils present

- Working collaboratively to overcoming potential barriers to learning
- Supporting every teacher to ensure provision and access to the curriculum is made in each subject and lesson
- Adapting and varying approaches to teaching and learning to ensure each pupil will “Grow, Care and Achieve” evidenced through high levels of progress and attainment
- Providing opportunities for pupils to display their individual strengths and talents

Creating Enabling Learning Environments

Garstang Academy offers an enabling learning environment for our pupils by being:

- Emotionally supportive with an atmosphere of encouragement and respect of individual needs
- Welcoming for learners with diverse needs
- Well-resourced with appropriately adapted resources, including ICT

In addition Garstang ensures we:

- Have a Special Educational Needs Coordinator – Laura Cooper
- Keep a register of pupils with SEND
- Ensure all pupils with identified SEND needs receive support at a level appropriate to their needs
- Publish an annual: SEND Information Report and SEND policy, including a link to the FCAT Trust Accessibility plan and The Local Offer (Lancashire).

Roles and Responsibilities

Garstang Academy is committed to the distributed leadership of provision for SEND across each year group. This includes all teachers and staff being teachers of and accountable for pupils with SEND.

Identification of Learners with SEND

Garstang Academy is committed to the early identification of pupils with SEND. The SENDCo, Laura Cooper, and external providers such as Educational

Psychologists, Specialist teachers and Health workers work closely with teachers to support pupils with SEND.

Graduated Approach to supporting pupils with SEND

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



1. Universal Provision - Quality First Teaching

The first stage of provision for all pupils in Garstang is Quality First Teaching (QFT) including adaptive teaching strategies to improve outcomes for pupils with SEND and ensure inclusive classroom practice. This includes

- **Explicit Instruction**
- **Cognitive and metacognitive strategies**
- **Scaffolding**
- **Flexible grouping**
- **Use of technology**

The graduated assess, plan, do, review model will be used to support pupils who

are identified as not making age related expectations and/or struggling to access the curriculum. As part of Universal Provision at Garstang in class reasonable adjustments (micro interventions) will be implemented before a SEN support plan is actioned. These pupils are closely monitored by teachers and the SENDCO and categorised as Universal plus, U+. Pupils identified as requiring support at this level have personalised strategies clearly outlined to teachers. The school is working towards these pupils having a Passport to Learning. Parents will be informed that their child is being added to the Monitoring list to highlights they are receiving Universal plus provision.

2. SEND Support Plan, 'K'

Pupils identified as requiring provision that is additional to and different from their peers are identified as requiring SEND support.

These pupils will be on the SEND register, coded 'K'. These pupils will have a SEND support plan which will identify specific targets and strategies to meet personalised need.

These plans will be reviewed termly with family, staff and pupils as part of the assess plan do review cycle.

It may be appropriate to progress to an Educational, Health and Care needs assessment to support more pupils with complex needs.

4. Education Health and Care Plan (EHCP) – 'E'

The SENDCO will prepare the assessment documentation for the assessment panel. The assessment panel is an external body of professionals who will make a decision based upon all the evidence from all of the professionals whether it is appropriate to have a plan issued or to remain on SEN support.

EHC plans include detailed information about the pupils needs, the arrangements to support the learners, identified provisions and agreed outcomes for the end of the pupil's current key stage. These pupils will be on the SEND register, coded E.

Progress towards the outcomes for these learners will take place at least three times a year and will include an **Annual Review**.

Annual reviews will always include parents/carers and pupils. The Local Authority and multidisciplinary team supporting the young people will be invited to attend the review. All professionals who support the pupil should provide advice which will be shared as part of the Annual Review.

Assessment

All pupils at Garstang Academy including learners with SEND will be assessed formatively on a daily basis to ensure gaps in learning can be quickly addressed and strategies adapted to meet need. Pupils will also be assessed using a range of assessments and their progress and attainment will be tracked and monitored termly through data captures as part of Garstang's summative assessment cycle.

Transition

At Garstang Academy, we recognise that times of transition can be challenging for all our pupils and particularly for pupils with SEND. To ensure effective and efficient communication and transfer of information when pupils enter school, the SENDCO will coordinate meetings and/or discussions with parents, feeder schools and the pupil. When pupils 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 pupils 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 pupils with SEND. Staff receive training to ensure that they can effectively meet pupils needs and offer pupils a broad and balanced curriculum.

In order to develop staff awareness and expertise in the area of SEND, the SENDCO at Garstang has completed the NASENCO Award and is committed to ongoing training. She also attends the Trusts Quality Improvement Group in SEND.

Multi agency work

The staff at Garstang 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 pupils.

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/pupils-education-families/special-educational-needs-and-disabilities/your-local-offer/>

Governance

The Governing body, with the support of our SEND link Governor Kevin Abbott will support, monitor and challenge the academies senior leadership team to ensure high quality SEND provision for our pupils.

Date of the policy April 2024

Date to review policy April 2025