



Garstang Community Academy Special Educational Needs and Disabilities Information Report (October 2021 – 2022)

The following document is designed to provide information for parents and carers at Garstang Community .

For further details about Lancashire’s local offer visit:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Introduction

Garstang Community Academy seeks at all times to maximise the potential of all students, whatever their needs and abilities, so that all benefit from effective learning opportunities within the school and wider community.

We are a fully inclusive school which endeavours to enable all students to achieve their potential, personally, socially, emotionally and academically, in all areas of the curriculum. This document is intended to provide information regarding the ways that pupils are supported at Garstang Community Academy, including those with SEND (Special Educational Needs and Disabilities). Not every skill, resources and technique that we employ is listed, as these are continually developed and modified to meet the changing requirements of individual students.

What Kinds of Special Educational Needs do you provide for at Garstang Community Academy?

At Garstang we cater for a wide range of needs. Here are some of the needs we currently cater for:

- 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 do you identify students with SEND and assess their needs?

Pupils with SEND are identified in a number of different ways:

- Information provided from Primary School
- The use of screening tests and assessments in school
- Concerns raised by parents
- Self-referral from a pupil who has concerns about their own learning
- Referral from a teacher who has concerns about a pupil

Prior to the start of Year 7, information is gathered from primary schools, parents and other professionals at the point of entry. At the start of Year 7, all pupils are assessed using the Cognitive Ability Tests (CAT) and New Group Reading Tests (NGRT). From here, further pupils may be identified and, if parents agree, will have further detailed assessments to identify a child's strengths and weaknesses and further support may be put into place from these.

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. Staff will then follow up the concern and arrange whatever action/referral is considered the most appropriate.

Parents can also raise concerns throughout the year by emailing info@garstang.fcat.org.uk. Again, this will be raised to the SENDCO and relevant Progress Leader. The concern will be followed up with whatever action/referral is considered the most appropriate. If parents take their child for a private assessment, this can be sent into school to communicate strategies to relevant staff as well as decide on the next step for the child.

Most pupils who are identified as 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, SEND support, K code and Educational Health Care Plans (EHCP), E code. We also have a Monitoring list of pupils categorised as Universal plus, U+:

SEND Support 'K' –These students have a SEN Support Plan as they receive intervention defined as being additional to or different from that generally made to others of the same age at Garstang Community Academy.

EHCP 'E' – applies to pupils who have complex special educational needs and have an agreed Educational, Health and Care Plan issued by the Local Authority. These students will also have a SEN Support Plan.

Monitoring Universal plus, U+ - 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. Parents will be informed that their child is being added to the Monitoring list to highlights they are receiving Universal plus provision.

Who is in the Learning Support department?

In the Learning Support department there are 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. As well as supporting students in class, TAs also **mentor students**, and provide **intervention** sessions.

Role of the SENDCO

The SENDCO is responsible for assessing, planning and monitoring the progress of children with special educational needs and disabilities (SEND). The SENDCO consults and liaises with staff, parents and carers, external agencies and appropriate professionals and voluntary bodies. They try to ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the SEND register and understand how best to help. They rely on parents' help and support too: if you are aware that your child has any kind of difficulty, inform the school at the earliest opportunity and supply relevant documentation.

What arrangements do you have for parental involvement with regards to students with Special Educational Needs?

For pupils who have an Education, Health and Care Plan (EHCP), at Primary School, the SENDCO is usually invited to the Year 6 transition review to begin

to discuss the transition arrangements with parents, the school and other professionals about the most appropriate transition. For other students, there is a chance to hold a meeting with the SENDCO and Progress Leader to discuss any concerns and pass on any information.

Meetings and contact with parents usually take place within the normal cycle of discussions with parents and all pupils as outlined in the SEND policy. However, it is recognised that for parents of pupils with SEND these meetings may take more time, and parents are actively encouraged to contact the Learning Support Department via email or phone when they have concerns or queries regarding their child's needs.

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 will usually be more frequent.

How do you consult with students about their Special Educational Needs and/or disabilities?

Along with whole school opportunities to join in 'pupil voice' surveys, school council, parents evenings etc. students with SEND will be involved in the review process and this will vary depending on each case. For some pupils this will be feedback on strengths and difficulties and influencing strategies given to teachers. For others it may be through written advice for their formal annual EHCP review.

How is progress monitored and supported?

As part of Garstang's Assessment and Reporting cycle, contact will be made with parents at least three times a year. SEND pupils and pupils on the Monitoring list will be monitored and intervention reviewed after each grade event termly. A student with an EHCP will also have an Annual Review. All students with additional needs, and their parents, will contribute to the writing of the SEN Support plan.

What arrangements are put into place to support students who are moving from Garstang Community Academy to different phases of education and in preparing for adulthood?

At Garstang Academy, we recognise that times of transition can be challenging for all our pupils and particularly for pupils with SEND. When pupils transfer to another school, the SENDCO will liaise with the placement, parents and child.

The SENDCO will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur at this time. When our pupils transition post 16 to education, training or employment we liaise with the identified destination to support transition.

What are the destinations of some of the pupils with SEND?

- Preston College
- Blackpool college
- Lancaster and Morecambe College
- Myerscough College
- Lancaster Royal Grammar School Sixth form
- Other local Sixth Forms

What is your approach to teaching students with SEND?

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 is updated throughout the year, through access to reports and by information emails which are circulated when needed.

How are adaptations made to the curriculum and the learning environment for students?

Adaptations are made to the curriculum and the learning environment on an individual basis as to what that pupil needs. Adaptations that could be made include:

- Adapting the curriculum to ensure all pupils are able to access it for example, setting, teaching style, utilising TAs within lessons, smaller group teaching, intervention etc.
- Use of learning aides such as equipment and assistive technology, laptops, coloured overlays etc.
- Quality First Teaching within the classroom for example processing time, visual as well as verbal clues, prompts, sentence starters, reading instructions aloud etc.
- Changing facilities for pupils with disabilities and accommodations to timetables to account for pupils who use a wheelchair.

- Learning Support room which can provide a place for adaptations to pupils timetable as well as a quiet space.
- The Hub, which can provide a quiet place for work as pastoral support during lesson and social time

What staff training for SEND do you have at Garstang?

Staff have access to a Learning Support Booklet, outlining the key areas of need for our pupils at Garstang and classroom strategy ideas. External specialist teachers have been invited in to lead specific sessions. The first aimed at adaptive teaching. Throughout the year the staff bulletin contains SEND updates and relevant articles to help improve awareness and improved attainment in lessons for our SEND pupils.

Professional Support

- Educational Psychologist assessments
- EAL 1:1 support (Local Authority)
- Specialist teacher support for VI, HI, PD (Local Authority)
- Phonics training for learning support assistants
- Whole staff CPD relating to SEND
- Mental Health First Aid training for learning support staff
- Occupational therapist
- Physiotherapist
- Pastoral support for mental health and wellbeing from SHINE mental health practitioners, Life coach support and ACE.

How do you evaluate the effectiveness of SEND Provision?

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

What extracurricular opportunities are there at Garstang for SEND pupils?

We have numerous clubs and societies at Garstang Community Academy which are inclusive for all of our pupils, including those with SEND. These are either run in form time, lunch time or afterschool. Currently we run the following:

- Art
- Cadets
- Choir
- Dance
- Drama
- DT
- Football
- Guitar
- History
- Hockey
- Homework club
- Maths
- Music
- Netball
- Reading
- Rugby
- School Band
- Table Tennis
- Wellbeing

How do you support SEND pupils' social, emotional wellbeing within Garstang Community Academy?

Our Learning Support department works closely with the pastoral leaders in the school to monitor and support the wellbeing of our pupils. We have counsellors that work with our pupils. Some of our staff are trained wellbeing advocates and our staff bulletin has examples of strategies to help our pupils socially and emotionally with their problems. We have a strict no tolerance policy regarding bullying at Garstang and our pastoral team and behaviour managers swiftly deal with pupils' concerns.

What other agencies do you use to ensure that students' needs are met?

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 is met. This could be by following the LA (Local Authority) Early Help Assessment and SEND Early Help Assessment Procedures and have a Team Around the Child/Family approach which involves Pastoral Leaders as well as the SENDCO.

We have Specialist Teachers and agencies that come into school to work with pupils such as HI (Hearing Impaired) Specialists, SALT (Speech and Language Therapy), physiotherapists, occupational therapists, educational psychologists and other voluntary services.

What should I do if I 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 via emailing info@garstang.fcat.org.uk

If deemed necessary, the school complaints procedure should be followed. This can be found on the school website in the policies section.

For further details about the FCAT Accessibility Plan and school's Admission arrangements:

<https://garstangcommunityacademy.com/information/policies>