



GARSTANG COMMUNITY ACADEMY
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SEND Information Report – March 2022

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Overview

At Garstang Community Academy, we believe that every pupil brings with them a unique blend of strengths and needs for support during their time with us. We are a vibrant, caring and ambitious community academy proudly committed to the success of all of our pupils.

Our vision is of an inspirational learning experience which enables all our pupils to achieve individual excellence and thrive as happy, independent and responsible young adults. All colleagues, specialists, pupils, parents and carers work together so that:

- Pupils with special educational needs and disabilities (SEND) are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated in an inclusive environment alongside their peers, with additional targeted intervention as needed, enabling all to reach their full potential with the curriculum and engagement with the full life of the school.

We match levels of additional support for learning to the wide variety of individual learning difficulties, and actively foster independence, resilience and self-esteem in all our interventions.

We identify and assess pupils with SEND through our transition process and throughout all year levels of our academy, and as thoroughly as possible using the revised Code of Practice (2015).

Parents/carers and pupils are fully involved in the identification and assessment of SEND.

We foster partnership and collaboration between all agencies concerned, using a multi-disciplinary approach, and ensuring all teachers can locate and apply their guidance for full access to the curriculum.

We meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision within the spirit of inclusion, by the most efficient use of all available resources.

The Senior Leadership Team, Special Educational Needs and Disabilities Co-Ordinator (SENDSCO) and all teaching assistants are advocates for the most up to date knowledge of current SEND excellent practice and methodology in order to offer support and continuing professional development (CPD) in these areas to all colleagues in the school.

Four broad categories of Special Educational Needs and Disabilities (SEND) have been described by the Department for Education as:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory or physical.

A school's provision with respect to these categories of SEND, in addition to the provision of excellent learning and teaching in the classroom, is therefore support which is additional to or different from that which is available to all pupils. Pupils are identified as having SEND, or additional needs, in a variety of ways and at a variety of points in their journey from Year 7 to Year 11, depending on the development of the individual.

Methods of identification include but are not exclusive to the following:

- Close liaison at all points of transition, within our school and with all feeder/previous schools;
- Additional needs noted and evidenced by teacher/teaching assistant;
- Additional needs raised by parent/carer;
- Outcomes at key assessment points and in formal tests;
- Outcomes of reading, spelling and other screenings conducted;
- Close liaison with external agencies, e.g. physical health diagnosis from pediatrician;

If identified as having special educational needs or disabilities, a pupil's name will be added to the school's SEND register. The pupil will benefit from support from the teacher in the classroom, in the form of High-Quality Teaching (identified in the SEND Code of Practice 0-25 as a style of teaching that emphasises **high quality, inclusive** teaching for all pupils in a class); additional support may also be provided to help meet their needs. Their progress will be tracked and monitored carefully by the progress leader and SENDCO, including in relation to their place on the register, and parents and carers will be kept informed.

The Graduated Approach

Garstang Community Academy will ensure its provision is person-centred, fully inclusive and fair for all. We employ the graduated approach to meeting pupils needs in which we:

- Establish a clear **assessment** of the pupil's needs.
- **Plan** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implement** the waves of intervention, with support of the SENDCO.
- **Review** the effectiveness of the interventions and making any necessary revisions.

As part of the graduated approach, Garstang Community Academy can universally offer:

- Allocation of a key person (either a teaching assistant, the SENDCO, Inclusion staff, progress leaders, form tutors or a mentor) to pupils who have greater need of support in a mainstream setting – i.e. those with SEND (as defined in section 2).
- Wave 1 intervention (universal) : High Quality Teaching for all – provided daily by classroom teachers.
- Wave 2 intervention: wave 1 plus a teaching assistant in the classroom, for at least the core subjects, a learning support plan overseen by an identified key person and reviewed at least termly, at least weekly withdrawal lessons for additional support with learning or physical needs.
- Wave 3 intervention: wave1 and wave 2 plus specialist teacher or clinical input/intervention.

Advice for Parents and Carers

What steps shall I take if I think my child may have Special Educational Needs or Disabilities (SEND) or I want some advice because I feel my child might be falling behind?

First line of communication is your child's Form Tutor or Progress Leader. You may need to speak to or our SENDCO, Mrs Sally Radford, who oversees the school's SEND provision. The form tutor/progress leader will be able to arrange that for you.

Who should I contact if I am considering sending my child to the school and I want to be sure his/her SEND needs will be met?

Do get in touch with the school's admissions officer, Mrs L McPherson, to arrange to meet Mrs Sally Radford or a member of our Inclusion Team on 01995 603226 or email at info@garstangcommunityacademy.com

How will the school support my child?

All teachers and teaching assistants take full responsibility for the progress of all pupils in their lesson. They have received and continue to receive continuing professional development to ensure excellent learning and progress for children including those with

additional needs and access to the curriculum for all.

The SENDCO is responsible for ensuring:

- All colleagues understand pupils' needs and know where to go for information, professional learning and strategies for success;
- In conjunction with senior and subject leaders, inclusive and high quality teaching and learning of those with additional needs;
- The excellent and efficient management of the team and resources for provision, in liaison with our multi-agency partners and the Local Authority;
- The co-ordination of additional intervention when this is required for individuals or small groups of pupils, and the tracking and monitoring of the impact of this;
- Access to the curriculum that is best for them in terms of meeting their needs and enabling them to take examinations appropriately supported – including links to Highfurlong school and Rainbow Hub, where pupils with physical disabilities are supported in PE lessons by following the MATP/Motor Activities Training Program for sport.
- Accessibility across the site, in liaison with the local authority and site supervisors, for pupils identified as having a physical or sensory disability.

Who will explain provision to me?

Information about the curriculum and provision in each subject is available from subject teachers, and subject leaders. An annual progress evening is held for each year group and a curriculum evening is held in Year 9 when students are making GCSE option choices.

Information about individual or small group interventions will come from your discussions with key teaching assistants and our SENDCO. Letters explaining the aims of the intervention will be sent.

Those pupils Education Health Care Plans (EHCP) will have Team around the Family meetings as appropriate - in addition to their annual review meetings and regular informal meetings.

How are school governors involved, and what are their responsibilities?

Our SENDCO and senior leaders report to the governors regularly about the progress and attendance of those with SEND, as well as about the action plan objectives regarding

SEND provision in our School Improvement Plan.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

It is a core principle of ours that all children will have access to the curriculum that they enjoy, meets their needs and provides them with the best possible qualifications and life chances.

Within that, each teacher and teacher assistant are responsible for differentiating and scaffolding tasks and activities within lessons so that all can succeed and develop independent learning skills as well as grasp knowledge and content. Individual one-page profiles or passports will be written for every student on the SEND register with a k or E code. This will include targets, differentiated strategies, data and areas of concern.

Differentiation strategies might include:

- Over learning of key information;
- Scaffolding of activities both in class and with homework;
- Chunking of information;
- Rich, targeted, questioning enabling the pupil to access a task or content independently that they believed they could not;
- Carefully planned peer to peer learning and roles in group work;
- The provision of additional equipment or resources tailored to the needs of the child ensuring the learning environment is safe and allows access for all;
- Multi-sensory techniques;
- Thinking time for processing needs
- Modified worksheets and presentations
- Provision of reader-friendly resources – including hand-outs or PowerPoints.

From the information that is available, and that which we gather through timely internal assessments, pupils may be included in catch-up learning programmes and interventions; these may be within a small group or as an individual. Such support interventions will be tailored to the individual pupil. (See: The Graduated Approach.)

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

Each year group has regular subject progress reports which are communicated home. In addition, progress evening is held in each year group every year. Further communication regarding pupils' achievements or any consequences issued to pupils can be located on Synergy.

As part of the graduated approach, pupils on the SEND register will be allocated a key person who is responsible for overseeing their learning support plan (if applicable) and communicating regularly with pupils, parents/careers and teachers.

We welcome your contact at any time, by email or to make an appointment with one of us if you have a query about a specific aspect of progress or a specific subject, not forgetting the form tutor or progress leader as first port of call. Do email info@garstangcommunityacademy.com or phone 01995 603226.

How does the school know how well my child is doing?

We monitor and review all pupils' progress data throughout the year, at classroom, subject and whole-school level. Subject areas gather regularly to discuss the progress of all pupils and specifically those with SEND; action points arise from these meetings that subsequently inform teaching and learning.

As part of our appraisal processes, in line with the Teachers' Professional Standards, we conduct learning walks and observations of colleagues' teaching. These appraisals in part focus on the engagement, progress, and work of pupils with SEND.

The progress leaders and tutors look closely at attendance and progress.

The impact of interventions are monitored robustly, both for progress within the intervention itself and against subject progress.

The SEND/Inclusion Team gather evidence from teachers, teaching assistants and pupils themselves to ensure prompt and flexible personal interventions that enable pupils to access fully the curriculum and tests and exams.

What support will there be for my child's wellbeing? What is the pastoral, medical and social support in the school?

In addition to the support provided for all by the form tutor, progress leader, and all teachers and support staff in our school, we have robust pastoral support systems to which we may refer your child for support, in consultation with you, or to whom your child can refer themselves. This can be done through the "blue box" in reception or by confidential e-mail on our web-site.

Where and when required we have the skills and experience to provide, emotional literacy support, mediation and restorative work and advice on challenges we all face as our children move through their teenage years. Members of the SEND/Inclusion team can also coordinate parenting work, anti-bullying work and careers advice and guidance.

How does the school manage the administration of medicines?

The Administration of medicines is the overall responsibility of the parents. The SENDCO (Mrs Sally Radford) is responsible for ensuring children are supported with their medical needs whilst on site, and this may include managing medicines where appropriate and agreed with parents.

What support is there for behaviour for learning, avoiding exclusion and promoting excellent attendance?

We have a robust positive behaviour management system. The Garstang Community Academy Behaviour for Learning Policy can be found on the school web-site. We celebrate good behaviour and achievement through award points, award trips, Principal awards and formal Award Assemblies in January and July each year. We use a variety of sanctions and supports manage poor behaviour, both inside and outside of the classroom. We will not condone disruption to learning; we will not condone a student compromising the safety of others. We have an excellent inclusion and pastoral teams who flexibly support individual students with behaviour concerns. Our behaviour for learning procedures are firm but fair and incorporate a variety of escalating sanctions, including teacher monitoring cards, detentions and working in isolation.

How will my child be able to contribute their views?

Pupil views are sought on a range of aspects of school life and we consult those with SEND very carefully in terms of their provision, their future ambitions and the steps we need to take in partnership to realise these.

We have a vibrant Head Boy/Head Girl/Senior Prefect and Prefect team. Additionally we have a pupil-led School Council that contributes to a range of school improvement matters which are important to pupils, as well as making recommendations and requests to the school leaders.

Pupils support us with the appointment of new colleagues on a regular basis, and their views are gathered via surveys at department and whole school level.

What specialist colleagues and expertise are accessed by or available at the school, and what SEND training have the staff had or are currently having?

Our SENDCO is Mrs. Sally Radford, who has a post-graduate National Award for Special Educational Needs Co-ordination and a BPS registered assessor.

Our SEND/Inclusion team includes an appropriate number of Level 2/3 & 4 teaching assistants, Inclusion Co-ordinator – Mrs. Audrey Robinson (who is also the school's mental

health lead professional and safeguarding trained) - and is line-managed by the school's safeguarding lead professional, Ms. L Royds (Deputy Head). The whole team supports stringent arrangements to enable SEND pupils to fully access the curriculum, internal assessments, mock examinations and external examinations.

Our SENDCO (and our SEND/Inclusion Team) liaises with many specialist external agencies and attends regular meetings with other SENDCO's, including FCAT's Quality Inspection Group meetings (QIGs). These liaisons support the provision for pupils with SEND and provide clear guidance about how to effectively meet their needs in school. All relevant information is disseminated to colleagues and facilitates a whole school approach to meeting the needs of learners with SEND.

The outside agencies we work with and deploy the guidance from include:

- School Nurse;
- GPs;
- Educational psychologists;
- Clinical psychologists;
- Psychiatrists;
- Counsellors (on a range of matters);
- Speech and language therapists;
- Occupational therapists;
- Physiotherapists;
- Paediatricians;
- Sexual health specialists;
- Children's Services;
- Children & Family Wellbeing
- Social workers/Social Services;
- Family support workers;
- Specialist teaching services support (in relation to hearing impairment, visual impairment, physical disabilities, language and communication);
- The FCAT SEND Quality Improvement Group (QIG);
- Lancashire County Council Inclusion team – including a caseworker and Special Educational Needs or Disabilities Officer (SEND0) for the school.

Information is provided to all staff on the needs of new pupils joining us at the school and about the strategies that best support their learning. Pupils' classroom learning experiences – including how TA support is implemented – are communicated regularly to the SENDCO who then regularly circulates updated information to colleagues, thus enabling the learning needs of pupils with SEND to be continuously met.

How will my child be included in all activities outside the classroom?

We are proactive in ensuring all pupils have access to the range of activities we offer outside the classroom. We provide all necessary and feasible support to ensure that

opportunities for fieldwork, educational visits and learning outdoors are successful for all.

Risk assessment procedures are in place for all off site activities, stored on the Lancashire Evolve database and in line with their processes for Educational Visits Co-ordinators. In the very unlikely event that it is considered unsafe for any pupil to join in with an activity, this will be discussed fully with you and them prior to the event, as well as the provision they will receive instead. Alternative provision may include liaising with Highfurlong school, where pupils with physical disabilities are already supported in PE lessons, and where links to accessible extra-curricular activities are also available for pupils with specific or physical needs.

In-house risk assessment procedures are in place for those pupils with a high level of physical need to safeguard those students within a classroom environment, especially in subject areas in which more physical participation is expected (e.g. DT, PE), or subjects which use equipment which could more greatly compromise their safety (e.g. science).

How accessible is the school environment?

Our site is monitored carefully by our SENDCO and the Site Manager to ensure it is accessible for all pupils, and that the ground floor of all blocks can be accessed safely by those in wheelchairs or on crutches. Risk assessments are conducted regarding students with temporary illnesses or injuries. These ensure an appropriate curriculum is available for anyone temporarily requiring adaptations to their schooling to ensure theirs and others' safety. The school site does have stairs in in two blocks that are not serviced by lifts.

Where appropriate (e.g. in cases where pupils have a high level of physical need), an environmental audit can be carried out by the local authority in which adaptations for site accessibility are highlighted/recommended.

Our car parks have parking bays clearly marked for disabled badge holders.

We work closely with the English as an Additional Language specialists, the Ethnic Minority and Traveller Service, the Hearing and Visually Impaired specialists, and occupational therapists, who assist us with making our site, curriculum and all opportunities in school as accessible to all as is possible.

How will the school prepare and support my child when joining the school and transferring to a new school?

We commit to pupils and parents feeling secure and prepared as new members to our year 7 by:

- An effective transition programme into the year 7, which includes visits to all year 6 pupils in contributing primary schools by our Year 7 year heads, Year 7 Senior Leader or our SENDCO;

- All year 6 pupils spend at least one full day with us at GCA;
- We can arrange additional parent/carer and child visits to school;
- We can attend annual reviews of year 6 pupils with an EHCP and/or TAF (Team Around the Family) meetings, as part of the transition process (usually at the request of the prospective parent/carer or by invitation from the SENDCO of contributing primary schools).

We aim to ensure that we personalise the transition from year 6-7 to meet the needs of every child, including those with SEND.

In addition, we work hard to ensure all pupils transition into Post 16 provision as smoothly as possible.

We support this by:

- Careful and thorough transition work conducted by our year 11 transition team (consisting of our Year 11 Progress Leader, our SENDCO and our careers team) who gather extensive information about pupils to share with post-16 providers and ensure appropriate applications are made.
- All pupils are provided with careers advice and those with additional needs or SEND are given bespoke support – either from a member our pastoral support team, the inclusion team or a teaching assistant - in the form of extensive careers information, advice and guidance, assistance with careers interviews and assistance with college interviews;
- We also organise a range of activities, events and opportunities to inform students and parents about the post 16 choices that are available;
- Our SENDCO, or other members of the inclusion team may attend partnership meetings, annual reviews and other informal meetings about those with additional needs, in post-16 settings;
- Post-16 providers may be invited to attend annual reviews of year 11 pupils with an EHCP and/or TAF meetings, as part of the transition process (usually at the request of the prospective parent/carer or by invitation from the SENDCO, Mrs Radford).

Our SEND and/or inclusion team liaise closely with local colleges regarding our pupils, supporting arranging and attending when needed additional meetings and visits, and the provision of guidance and advice to college staff.

How is the decision made about what type and how much support my child will receive?

Our SENDCO, Heads of years, subject leaders and senior leaders work with subject teachers, learning support assistants, form tutors and specialists (where appropriate) to gather information which we will discuss with parents/carers to accurately determine pupils' needs and the support they may require.

We follow the graduated approach and this process is ongoing for pupils throughout their time at the Garstang Community Academy, as is the discussion with parents/carers.

How will we all know if it has made an impact?

As previously mentioned, we monitor and review all pupils' academic progress data throughout the year, at classroom, subject and whole-school level. Subject areas gather regularly to discuss the progress of all pupils and specifically those with SEND; action points arise from these meetings that subsequently inform teaching and learning.

We gather further quantitative data by tracking pupils progress in interventions which are managed by the SEND team. We use a range of tests which provide data such as reading, spelling and comprehension ages; we compare starting points with subsequent evidence of attainment in interventions like IDLS (International Dyslexia Learning Solutions). The SEND/Inclusion Team gather additional evidence from teachers, teaching assistants and pupils themselves to ensure prompt and flexible personal interventions that enable pupils to access fully the curriculum and tests and exams. The impact of interventions are monitored robustly, both for progress within the intervention itself and against subject progress.

Furthermore, we regularly reflect on qualitative data – such as information in relation to pupils' happiness, wellbeing and personal sense of achievement - through verbal or written feedback from all stakeholders, including the pupils. We will try to encourage participation in activities outside of the classroom, to improve life skills such as communication, independence and resilience.

Both the quantitative and the qualitative data gathered subsequently informs all stakeholders who support pupils with SEND at Garstang Community Academy; it provides focus on the development of the whole child and enables all stakeholders to work collectively towards ensuring the needs of pupils with SEND are fully met.

The Lancashire County Council Local Offer:

The Lancashire Local Offer can be found at:-

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