



GARSTANG COMMUNITY ACADEMY

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SEN Information Report - February 2016

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

Our vision is of an inspirational learning experience, enabling all our students 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 additional needs 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 targeted intervention additionally 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 intervention.

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, SENCO and all T/As are advocates for the most up to date knowledge of current SEND excellent practice and methodology in order to offer support and 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:

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 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/teacher 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 paediatrician

If identified as having additional needs, a pupil's name will be added to the register and the pupil will benefit from support from the teacher in the classroom and additional support where this will meet their needs. Their progress will be tracked and monitored carefully by the progress leader and SENCO including in relation to their place on the register, and parents and carers will be kept informed.

Advice for Parents and Carers:

What steps shall I take if I think my child may have additional needs or I want some advice because I feel my child might be falling behind?

First port of call is your child's Form Tutor or Progress Leader. You may need to speak to or our SENCO, Mr W Wiseman, 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 needs will be met?

Do get in touch with the school's admissions officer, Mrs L McPherson, to arrange to meet Mr W Wiseman 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 learning support 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.

Our SENCO is responsible for ensuring:

All colleagues understand pupils' needs and know where to go for information, professional learning and strategies for success.

The high quality of learning and teaching 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.

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 parents evening is held for each year group and subject consultation 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 SENCO. Letters explaining the aims of the intervention will be sent.

Those pupils with statements or Education Health Care Plans (EHCP) will have Team around the Child 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 SENCO 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.

Our Inclusion governor is currently Mr G Alston. He meets with the SENCO and senior leaders termly, as well as supporting us and you with key issues of importance that emerge through the year.

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 is 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

Differentiation strategies might include:

- Over learning of key information

- Scaffolding of activities both in class and with homework

- 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

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

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. These are communicated home. A full report and a parents' evening is held in each year group every year. In addition to this communication regarding progress and homework is communicated through the student planner.

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 tutor 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 but specifically those with additional needs, and action points emanate from these meetings that inform teaching.

As part of our self review systems, in line with the Teachers' Professional Standards, we conduct learning walks and observations of each other's teaching which as part of their focus look at the engagement, progress, and work of those with additional needs.

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 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 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 SENCO (Mr Wiseman) 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 behavior for learning policy can be found on the school web-site. We celebrate good behavior and achievement through award stickers, postcards home, “students of the week” in all subjects, and formal Award Assemblies in January and July each year. We use a variety of sanctions and supports to deal with poor behaviour. We will not accept a student disrupting the learning of others and we will not accept a student compromising the safety of others. We have an excellent Inclusion team who flexibly support individual students with behavior concerns and we have a firm but fair behavior for learning procedure that uses a variety of escalating sanctions including teacher monitoring cards, detentions, working in isolation etc..

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 additional needs 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 leads a range of school improvement matters important to them and makes recommendations and requests to the school leadership.

Pupils support us with the appointment of new colleagues on a regular basis, and we garner their views 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 SENCO is Mr W Wiseman, with many years of SEND experience and a post-graduate qualification in the teaching of students with additional needs.

Our Inclusion team includes an appropriate number of Leve2/3 teaching assistant, an Inclusion Manager and an Inclusion Co-ordinator. Together they support our robust arrangements for full access to the curriculum and examinations for all students.

Our SENCO and our Inclusion Team liaise with many specialist outside agencies, as well as other SENCO's via regular SENCO meetings. This ensures the appropriateness of pupils' provision and that clear guidance to meet their needs is conveyed to all colleagues.

The outside agencies we work with and deploy the guidance from include:
School Nurse, GPs, clinical psychologists and psychiatrists, counsellors on a range of matters, speech and language therapists, occupational therapists and paediatricians, sexual health specialists.

Children's Services, social workers, family support workers,
Educational Psychologists,

Specialist teaching support re hearing impairment, visual impairment, physical disabilities, language and communication, SEND team,

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 provision, as well as ongoing learning about provision in the classroom and in partnership with the Teaching Assistants to meet pupils' needs.

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 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.

How accessible is the school environment?

Our site is monitored carefully by our SENCO 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 block that are not serviced by lifts.

Our car parks have parking bays for disabled badge holders clearly marked. We work closely with the English as an Additional Language specialists, the Ethnic Minority and Traveller Service, and the Hearing and Visually Impaired specialists who assist us with making our site, curriculum and all opportunities in school as accessible to all as 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 Reception Year. This includes visits to all Year 6 students in contributing primary schools by our Year 7 Progress Leader or our SENCO.

All Year 6 students spend at least one full day with us at GCA.

We can arrange additional parent/carer and child visits to school

We will hold specific transition meetings around pupils recognised by their current setting that they would benefit.

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

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. Our Year 11 Progress Leader, our SENCO and our transition worker 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 are given bespoke support by a member of our pastoral support team with extensive careers, information, advice and guidance experience.

We organise a range of activities, events and opportunities to inform students and parents about the post 16 choices that are available.

Our SENCO and other members of the learning support team may attend partnership meetings, annual reviews and other informal meetings about those with additional needs.

Our SEND 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 SENCO, Progress Leader and Subject Leaders work with subject teachers, learning support assistants, form tutors and specialists where this is appropriate, to gather information which we will discuss with you to determine accurately your child's needs and the support they therefore require.

This process is ongoing for pupils throughout their time at the school, as is the discussion with you.

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

We will see evidence in our tracking, their progress against their own starting points and the extent to which they are progressing in line with their peers, their own sense of wellbeing and happiness, their attendance and involvement in activities outside the classroom.

We will collect formal evidence through our tracking and assessment processes, along with informal and regular verbal feedback from colleagues, you and your child.

We enjoy fruitful ongoing discussions with our parents and carers for all pupils receiving additional support and when we first identify a concern or a dip in progress.