

# The GLC SEND Information Report

## Equalities Statement

The GLC is committed to ensuring equality of provision for all. Equality is enshrined in our mission statement. Additionally, our wider vision for community equality is outlined in the GLC Community Vision Statement:

### **The GLC: all different and all equal**

Imagine the GLC ... A thriving and prosperous place where all are equal and where every one of all ages matter. It is expected in each GLC academy, that all people are treated fairly, equality of opportunity and good relations are expected and individual different characteristics including age, ethnicity, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We will create environments where people are not fearful of others, and where individual differences or family circumstances don't act as a barrier to success.

The Gateway Learning Community (GLC) is a partnership of inclusive schools in Tilbury and Chadwell St Mary, Thurrock. We are committed to a whole school approach to inclusion for all the pupils within our trust of five academies. We tailor the range of support available to pupils in the GLC to ensure that all can receive an outstanding education. Our overarching aim is that pupils in our academies can progress to the next stage in their life as independent and resilient learners.

This document sets out how schools in The GLC implements the SEND policy. The GLC's primary and secondary SEND policy documents are available on this website, detailing our vision, values and aims in relation to SEND.

<http://www.theglc.org.uk/170/key-information/category/1/key-policies>

Should parents or carers need hard copies of this document please contact the SENDCo (Special Needs and Disabilities Coordinator) of their child's academy, contact details can be found later in the report.

The GLC is committed to the principle and practice of equality of treatment and opportunity for everyone, including those with Special Educational Needs and Disabilities. The commitment to equality and avoidance of discrimination extends to everyone in the GLC.

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## Information and Guidance

The GLC has updated the Special Educational Needs & Disabilities (SEND) Information Report to reflect the SEND Code of Practice 2014 (CoP). The CoP focuses on:

- personal goals
- increased family involvement
- improved rights for young people
- systems that put the needs of young people and families first
- holding high aspirations and improving outcomes for pupils with SEND
- processes amongst professionals so that needs are swiftly identified and actions put into place

The GLC follows a cyclical process in identifying, assessing and reviewing special educational needs, as represented in the primary and secondary diagrams that follow.

## Identification of SEND

The GLC follows a continual cycle of assess-plan-do-review, as shown in the diagrams, to ensure that unmet needs are identified and provided for. This is a whole school response based on data and outcomes from class and interventions.

*How does the school know if my child needs extra help?*

Information gathering about our pupils begins before they start at our academies, where transition visits are made to pre-schools and primary schools, and meetings are held with families and other professionals. Levels of attainment in communication, reading, writing and maths are used alongside baseline measures to ensure that staff are aware of the learning needs of all our pupils.

To ensure that we work within the Code of Practice guidelines the GLC employs a number of assessments when reviewing the educational needs of a young person, these include:

- Formative and summative assessments against levels and developmental milestones
- Diagnostic assessments, including comprehension and numeracy
- Standardised tests, including spelling and reading
- Screeners and checklists, including those for specific learning difficulties
- Toolkits and screeners

The GLC has developed systems and resources to allow us to: respond strategically and consistently to all assessments; track the progress of groups and individuals; employ strategies and interventions with defined outcomes and success measures. These are:

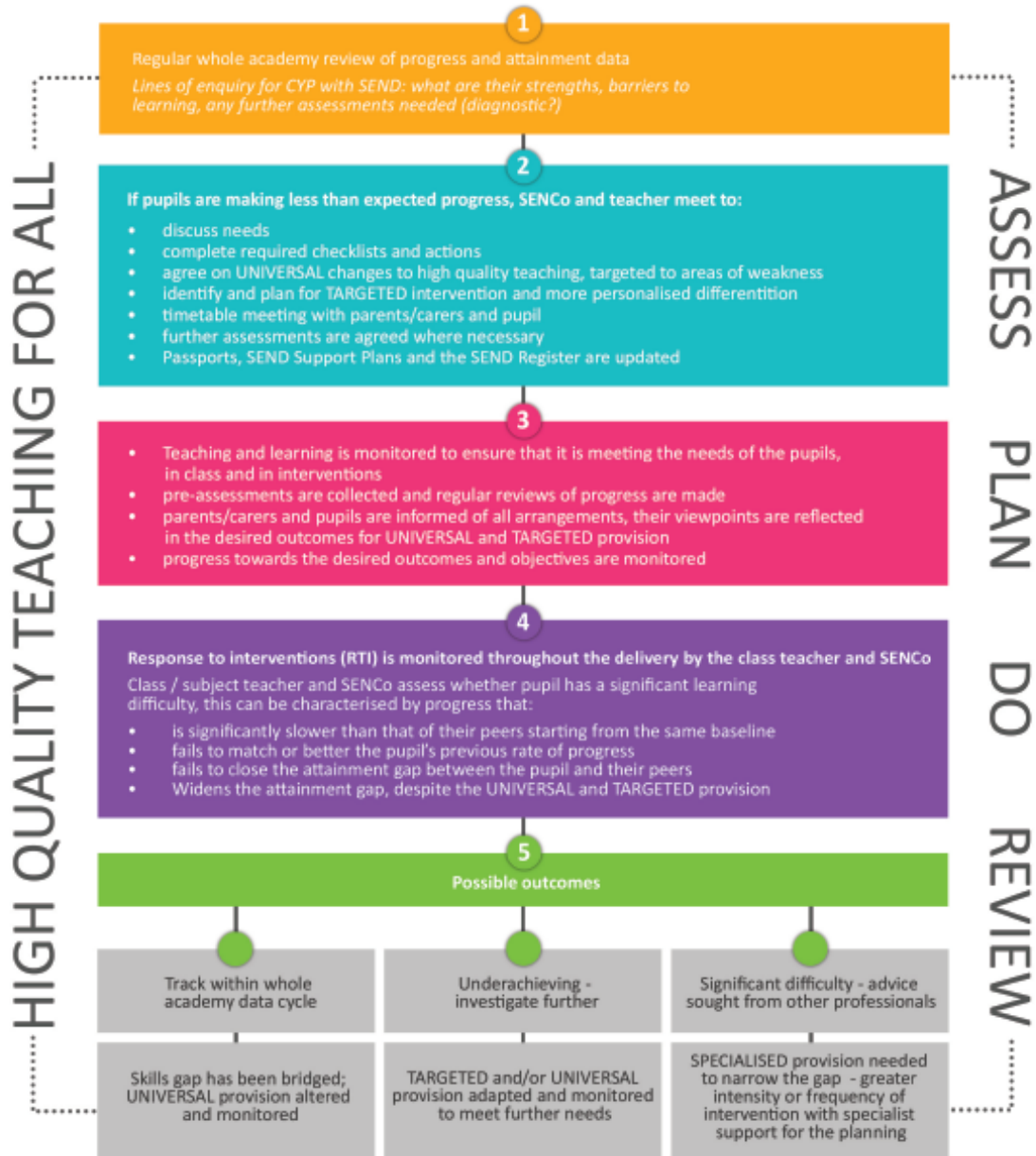
- Graduated approach, for curriculum & standardised assessments
- GLC SEND handbook
- SEND directory
- Suite of interventions, with defined outcomes and assessments

The GLC maintains strong links with health and social professionals, including the Educational Psychology service, to ensure that information is shared. Parents and families are encouraged to speak with their academy at the earliest point if they have concerns.

Primary



## THE IDENTIFICATION AND ASSESSMENT OF SEND WITHIN THE GLC

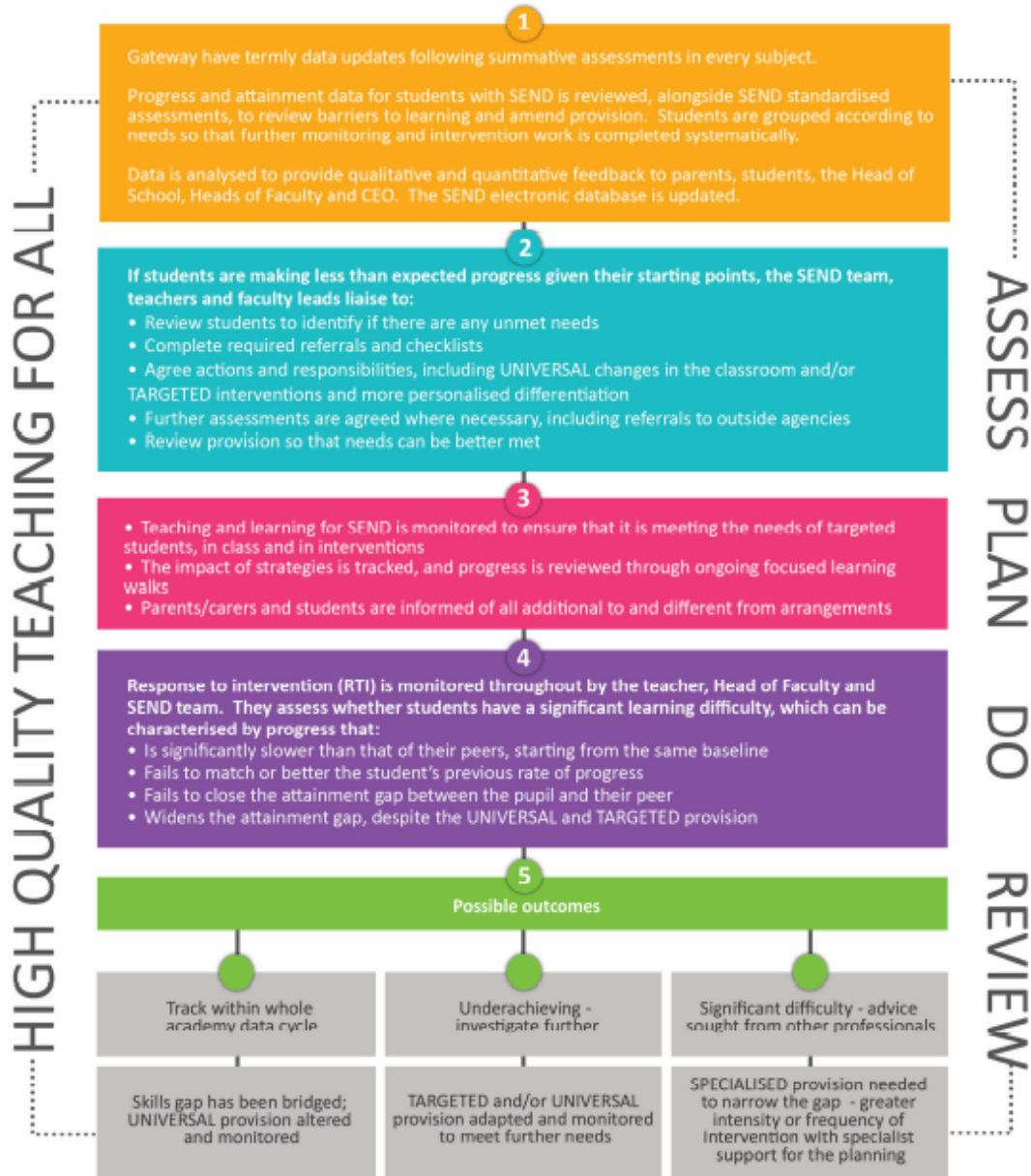


**T** DEVELOPING YOURSELF  
**&** DEVELOPING OTHERS  
**L** DEVELOPING THE TEAM

Secondary



## THE IDENTIFICATION AND ASSESSMENT OF SEND WITHIN THE GLC



**T** DEVELOPING YOURSELF  
**&** DEVELOPING OTHERS  
**L** DEVELOPING THE TEAM

*What types of special educational needs provision is made for at The GLC?*

The four broad categories of need that GLC academies use to develop provision and individual SEND targets are:

The four defined categories of need are:	The range of needs that additional and /or different provision is made for includes:
<b>Cognition and Learning</b>	Learning difficulties, developmental delay, specific learning difficulties (including dyslexia, dyscalculia and dyspraxia), memory difficulties, attention and organisation difficulties
<b>Communication and Interaction</b>	Autistic spectrum condition, speech and language difficulties (expressive and receptive skills), selective mutism, social communication difficulties
<b>Social, Emotional and Mental Health Needs</b>	Attention deficit hyperactivity disorder, social and emotional needs, anxiety
<b>Sensory, Medical and /or Physical Needs</b>	Hearing impairment, visual impairment, sensory sensitivities, identified medical and /or physical needs

*What should I do if I think my child may have a special educational need or disability?*

Ongoing and continuous assessments begin in the classroom; should parents or carers have concerns they should speak to the class or subject teacher in the first instance. Teachers and support staff work closely with the SEND team to meet the needs of individual pupils and staff receive regular training on issues within SEND. Within our review cycles the progress and attainment of all pupils is discussed and plans put into place where needed, should you have concerns about your child the teacher and SENDCo would be in a position to inform you of current strategies, targets and next steps.

*What are the arrangements for consulting parents of pupils with SEND and involving such parents in the education of their child?*

Parents and carers are notified when their child is identified as having a Special Educational Need, and are involved in the support and provision planning process. Following an initial consultation, there are regular updates on progress through the individualised SEND targets and provision that are updated at least termly, which could be part of the parents' evening. Parents are encouraged to book appointments at any time to discuss their child's needs.

*What are the arrangements for consulting pupils with SEND and involving them in their education?*

Pupil voice is paramount to the SEND assess-plan-do-review cycle. Pupils are encouraged to contribute to the development of their SEND plans, targets and reviews, and are invited to be part of these meetings. Through pupil conferencing and reviews, pupils are asked to discuss or share their thoughts and feelings about school, learning and their futures.

## **The Graduated Approach and Assess-Plan-Do-Review**

*How are decisions made about how much /what support my child will receive?*

*How will the curriculum be matched to my child's needs?*

*How are the academy's resources allocated and matched to children's special educational needs and provision?*

As recommended in the CoP, the GLC adopts a graduated approach in provision to meet pupils' needs. A gradual response means that pupils may have:

- 'universal' changes to their learning, environment or curriculum
- 'targeted' provision to focus on specific skills that are preventing further progress
- 'specialised' adaptations and interventions

Where a pupil has an Education, Health and Care Plan (EHCP) the legal entitlement to provision for that child's needs are clearly defined.

The GLC use the graduated approach guidelines shown in the previous diagrams when:

- identifying and assessing learning needs (**assess**);
- planning for how to support the pupils (**plan**);
- taking action to ensure that the child's needs are known and met at every possible opportunity (**do**);
- and reviewing regularly to adapt or update where needed (**review**).

The assess-plan-do-review cycle is continuous and reflected in our monitoring, evaluating and reviewing practice.

*What range of support is available to my child?*

Applying the graduated approach ensures that a range of support is available to pupils with SEND in the GLC according to their needs, for example:

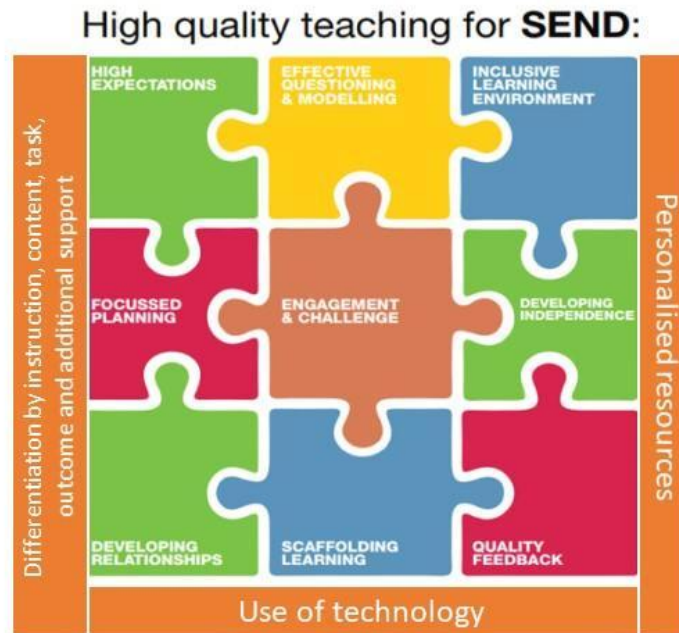
- Alterations to high quality teaching and learning, including access strategies and scaffolds to support independent working



- Reasonable adjustments to ensure that there is equality in access and provision for those with disabilities
- Use of aids to support learning and physical access
- A blended learning approach that includes carefully targeted and planned use of IT and subscriptions
- Small group work within a classroom setting
- Access to LSA (learning support assistant) support
- Access to pastoral support, including wellbeing, bullying and SEMH support
- Small group interventions for literacy, language and numeracy
- Social skills groups
- Lunch and breaktime provisions &/or supervision
- Interventions focusing on social interactions, building friendships and working within a team
- 1:1 mentoring sessions, including counselling
- Assessments, therapy and sharing of strategies from a Speech and Language Therapist (SaLT), commissioned by the GLC
- Personalised curriculums, including enhanced provision, to support children with social and emotional needs
- Reduced or modified timetables
- Individual access arrangements for examinations and tests; including the use of a reader, laptop, prompts &/or extra time dependent on screening results
- Screening and delivery of teaching programmes for dyslexia
- Access to Thurrock Educational Psychologist service, commissioned by the GLC

The SEND directories/dashboards are the electronic store that contains individual details on targets, data, strategies, provision and reviews for pupils with SEND. The pupil summaries from the directory form the 'SEND support plan' that is reviewed and updated regularly, and enables all staff to be aware of a pupils' needs.

Our staff are supported in and challenged to provide the highest quality teaching for all learners; for those with additional needs this includes:



*What specialist services and expertise are available at or accessed by the academy?*

The GLC also accesses a number of external specialist services as follows:

- ASC specialist advice from Treetops School Outreach
- Community Speech and Language Therapists
- School nursing services
- Thurrock School Wellbeing Service
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Community Paediatricians
- Specialist nurses and health visitors
- Occupational therapists
- Physiotherapists
- Thurrock Local Authority SEND team

The GLC's resources are allocated and matched to your child's educational needs and disabilities through negotiation with parent and child, screening of needs and monitoring of progression against academy norms. Intervention is matched to levels of progress and attainment, and is monitored on a regular basis to ensure impact.

External agencies, including health and social services, are involved where more complex needs and situations are evident. The GLC follows a referral process to access the

educational psychologist and SaLT services, the SEND lead for your academy would be in a position to update you on this.

The provision that an LA provides is set out in a Local Offer to detail all the services and support that are available to children and young people with SEND. Thurrock has published theirs on the website below:

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

### **Partnerships between the academies, parents/carers, children & young people and other professionals**

*How will I know how my child is doing?*

*How will I be involved in discussions about and planning for my child's education?*

*How will you help me to support my child's learning?*

The Code of Practice (2014) is based on the principle that support for young people is a partnership between the young person, the parent/carer, the school and the support agencies. This partnership is vital in sharing information, reviewing progress and adapting provision plans. Parents / carers are encouraged to be fully involved with:

- Planning and review meetings
- Decision making processes and discussions concerning provisions
- Regular contact between home and school, eg home-school contact books, emails and texts
- Individual pupil/teacher conversations
- Implementing advice on how to support learning at home
- Mentors and advocates
- Reward schemes, whole school and individualised, and online records (SIMS)

Individual SEND summaries for pupils are held in the academies, these detail:

- Ongoing assessments
- Targets
- Teaching and learning strategies
- Provision
- Advice from other professionals

'Pupil voice' is used in the GLC to capture the views of children in how to best support them in their learning. It summarises what is important to the child, what they find difficult and what helps them. The views of the family and other professionals are also important, and

together form a useful discussion point when reviewing plans and consulting with other professionals and it is vital that parents/carers views are expressed accurately.

*What are the arrangements for consulting parents of pupils with SEND and involving such parents in the education of their child?*

Parents and carers are encouraged to attend their child's consultation events held at their academy. This is an opportunity to discuss progress and attainment with their class or subject teachers, supported by the SENDCo where needed. Targets, strategies and provision are discussed and updated in these reviews, with new plans being made to support the pupils at home and in school.

Parents may be invited in to discuss their child's progress at any time, and additional meetings are set up as required or as requested by parents to discuss particular aspects of a pupils' SEND. The academies seek the views of parents about how their child learns best in order to share this with the team of staff that support them.

Strengths, progress and ongoing difficulties are discussed in reviews held with other professionals, such as the Education Psychologist and Speech and Language Therapist. Subsequent reports and the outcomes of consultations are shared with parents.

Annual reviews are held for pupils with an Educational Health and Care Plan, with interim reviews called as necessary. These reviews involve detailed discussions of a pupil's special educational needs, so that the pupil's individual summaries can be developed, reviewed and revised on the SEND directory.

## **Staff**

*Who can I contact for further information?*

*What training are the staff supporting pupils with SEND had or having?*

The GLC SEND team can be found in Appendix 1; we challenge and support our staff to extend and refresh their knowledge and skills. Colleagues in each academy have undertaken training in:

- NASENCO - national award for SEND co-ordination
- Accredited Nurture Group Network
- Forest Schools

- Bespoke School Wellbeing training
- Zones of regulation and trauma responses
- The AET (Autism Education Trust) schools' programme (3 tiers)
- Targeted training for specific interventions
- De-escalation strategies, reducing risk and safer handling.

We use the expertise of additional professionals and our staff to enhance the practice and knowledge of our colleagues, LSAs particularly benefit from the opportunity to attend regular training sessions. An overview of LSA training is held in each academy and updated regularly. Recent training has included precision teaching, colourful semantics, emotions coaching and positive reframing.

## **Wider Inclusion**

*What support will there be for my child's overall wellbeing?*

*How will my child be included in activities outside the classroom, including school trips?*

Pupils with SEND are actively encouraged to participate in academy activities. LSAs accompany pupils on trips where additional support is required. Specialist transport is engaged where necessary and risk assessments are undertaken as routine. Activities to familiarise the child with upcoming events are essential for some of our students, this will often involve the parents/carers also.

The GLC collaborates with other providers and professionals in exploring how different needs can be met effectively in order to promote disability equality and accessibility. We take a collaborative responsibility in reflecting and anticipating where reasonable adjustments are needed. This approach ensures that provisions and aids are in place so that pupils with disabilities are not placed at a disadvantage.

## **Transitions**

*How will the school prepare and support my child when joining the academy or transferring to a new school or post 16 provision?*

Careful consideration is given to all transition planning in the academies as we understand the impact of change on pupils at all stages, whether this be between phases, teachers or classrooms. Pre-transition meetings occur amongst staff before significant changes so that successful strategies and key information can be shared and a transition plan be agreed.

Parents/carers are encouraged to meet with staff and take an active role in planning for the transition.

### **Appendix 1: The GLC SEND Team**

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Deborah Griffiths <a href="mailto:deborah.griffiths@theglc.org.uk">deborah.griffiths@theglc.org.uk</a>	SENDCo, Herringham Primary Academy
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Stephanie Worrow <a href="mailto:stephanie.worrow@theglc.org.uk">stephanie.worrow@theglc.org.uk</a>	SENDCo / Assistant Head, Lansdowne Primary Academy

If you remain unsatisfied with your child's provision or the response you have received, please follow the school's complaints policy. Thurrock SEND Services can be contacted on 01375 652555. If you wish to discuss your child's educational needs or are unhappy with something please contact the school to arrange a meeting with the school SENDCo.