

The GLC SEND Information Report - Primary

Spring 2025

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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 The Gateway Academy 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.

[Gateway Learning Community - Policies and Procedures](#)

Should parents/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. The process at The Gateway is represented in the appendix 2.

Identification of SEND

There are two categories of support for SEND - SEND Support (K) and, Education, Health and Care Plans (EHCP- E). EHCPs are legal documents where the Local Authority sets out a child's needs, outcomes and provisions in the plan. EHCPs are for a small number of pupils that have a higher level of need, whereas pupils that are identified at SEND Support have needs that can typically be met within a school's ordinarily available provision.

The GLC follows a continual cycle of assess-plan-do-review, as shown in appendix 2, to ensure that unmet needs are identified and provided for. This is a whole school response based on data and outcomes from subjects 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 enhanced transition plans are followed, and meetings are held with families and other professionals. Levels of attainment 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 pupils, these include:

- Formative and summative assessments;
- Diagnostic and standardised assessments;
- Screeners and checklists, including those for specific learning difficulties.

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

- The assess, plan, do review cycle approach, for assessments;
- The SEND pupil directory;

- Year group trackers
- 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.

What types of special educational needs is provision 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:
Cognition and Learning	Learning difficulties, developmental delay, specific learning difficulties (including dyslexia, dyscalculia and dyspraxia), memory difficulties, attention and organisation difficulties
Communication and Interaction	Autistic spectrum condition, speech and language difficulties (expressive and receptive skills), selective mutism, social communication difficulties
Social, Emotional and Mental Health Needs	Attention deficit hyperactivity disorder, social and emotional needs, anxiety
Sensory, Medical and /or Physical Needs	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 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 would be in a position to inform you of current strategies, targets and next steps.

If your child already has an identified SEND need, you will have received a copy of their Pupil Support Plan and Regulation Plan (where applicable). These are live documents that are reviewed and updated with parent/carers and pupil views included at least termly.

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?

The GLC adopts an Assess-Plan-Do-Review approach to identify and meet pupils' needs. This 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 Gateway use guidelines shown in appendix 2 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. Resources are allocated according to the pupil's needs and their barriers to learning.

What range of support is available to my child?

Applying the assess-plan-do-review approach ensures that a range of support is available to pupils with SEND according to their needs, for example:

- 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;
- Use of technology to support Teaching and Learning;
- Small group work within a classroom setting;
- Access to LSA (learning support assistant) support;
- Access to pastoral and inclusion support;
- Small group interventions for literacy, language and numeracy;
- Interventions to support emotional regulation;
- Lunch and break time provisions and/or supervision;
- 1:1 mentoring sessions, including commissioned counselling;
- Assessments and sharing of strategies from outside professionals, including Speech and Language Therapist (SaLT);

- Personalised curriculums, including bespoke provisions, to support children with more complex needs;
- Individual access arrangements for examinations and tests, including the use of a reader, laptop, prompts &/or extra time dependent on screening results and EHCPs;
- Access to Thurrock Educational Psychologist service, commissioned by the GLC.

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:

- Community Speech and Language Therapists;
- School nursing services;
- Thurrock School Wellbeing Service;
- CAMHS (Child and Mental Health Service);
- Community Paediatricians;
- 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 discussion with staff, parents/carers and pupils. 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 provision that Thurrock provides is set out in their 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:

[Welcome to the Thurrock SEND Local Offer](#)

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 pupil, 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 emails and texts;
- Individual pupil conversations with the class teacher ;

- Implementing advice on how to support learning at home;
- Reward schemes, whole school and individualised, and online records (including dojo).

Pupil Support Plans are stored on the SEND Directory, these detail:

- Barriers to learning;
- Targets;
- Provisions and strategies needed;
- Review;
- Pupil voice;
- Parent/carer voice;
- Resources.

The plans may include advice from other professionals. The plans are reviewed with parent/carers and sent home termly.

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

‘Pupil voice’ is used to capture the views of pupils on how to best support them in their learning. It summarises what is important to the child, what they find difficult and what helps them; pupils are also supported to be aspirational and make plans for their futures. 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.

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

Parents/carers are notified when their child is identified as having a Special Educational Need. Class teachers will work with parents/carers to update Pupil Support Plans 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.

Parents/carers have the opportunity to discuss progress and attainment with their class teachers, supported by the SENDCo or other leaders where needed. In these meetings, targets, strategies and provisions will be discussed and updated. This information will be shared with the team of adults that support them.

Strengths, progress and barriers to learning 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.

Reviews are held for pupils with an Educational, Health and Care Plan at least annually, with interim reviews called as necessary. These reviews involve detailed discussions of a pupil’s barriers to learning and progress, so that the pupil’s support plans and EHCPs can be truly reflective.

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 across The GLC have undertaken training in:

- NASENCO - national award for SEND co-ordination;
- NPQSEND - new national award for SEND;
- Level 7 qualifications in Specialist Assessment;
- Master's in Cognitive Neuropsychology;
- Zones of regulation and trauma responses;
- The AET (Autism Education Trust) schools' programme (3 tiers);
- Targeted training for specific interventions;
- Language focused play;
- Elklan Level 3 Speech and Language;
- 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 training and expertise in SEND is held across the trust.

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, where risk assessments and knowledge of the pupils involved inform where additional support is needed. Activities to familiarise pupils with upcoming events are essential for some, and will often involve the parents/carers.

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, transitioning between year groups, 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. 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. Plans are put in place so that parents/carers and pupils are kept informed and included in the process. Universal strategies include pupils visiting their new classes for 'shuffle up days', parent/carer meetings with new staff and 'drop down' days in September to introduce or reinforce the procedures described in this policy. Some pupils need additional support to make these transitions, which could include single page profiles and personalised transition booklets.

Appendix 1: The GLC SEND Team

Sarah Curtis sarah.curtis@theglc.org.uk	Trust Lead for SEND and Inclusion The GLC
Laura Hunt laura.hunt@theglc.org.uk	SENDCo/Assistant Principal The Gateway Academy
Ashleigh Tobin ashleigh.tobin@theglc.org.uk	Inclusion Lead The Gateway Academy
Joanne Phillips joanne.phillips@theglc.org.uk	SEND Provision Lead The GLC
Charlotte Bettle charlotte.bettle@theglc.org.uk	SEND Admin The Gateway Academy
Nicola Coventry nicola.coventry@theglc.org.uk	SENDCo Herringham Primary Academy
Natalie Daniels natalie.daniels@theglc.org.uk	SENDCo/Assistant Head The Gateway Primary Free School
Lydia Stephenson lydia.stephenson@theglc.org.uk	Deputy Head Tilbury Pioneer Academy
Stephanie Worrow stephanie.worrow@theglc.org.uk	SENDCo/Assistant Head Lansdowne Primary Academy
Zoe Singh zoe.singh@theglc.org.uk	Deputy Head Herringham Primary Academy
Jill Osborne jill.osborne@theglc.org.uk	Lead Teacher of Resource Base Lansdowne Primary Academy Resource Base

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.

Graduated Approach in The GLC

High Quality Teaching For All

High Quality Teaching inclusive teaching and learning - the universal offer, with adaptive teaching for all	
The teachers...	The SENDCo and leaders....
Please refer to The GLC Pedagogy Wheel for more details on what this looks like in our schools. Concerns are discussed in phase teams.	Review progress and attainment data half-terminly for all pupils, identifying any concerns and liaising with teachers.
Additional and different strategies	
The teachers...	The SENDCo and leaders....
Where needed: adapt plans, using scaffolds and support; discuss concerns with colleagues and parents; observe, trial, reflect and assess; Complete SEND referral forms after discussions with parents.	Give support where required, including with observations, planning and setting targets. SENDCo writes the next steps on the SEND referral form and gives feedback to staff. Collaboratively decide on whether to add to the SEND register or continue to monitor at this stage.
'Ordinarily available provision for pupils with SEND' - scaffolding, strategies and support that prioritises access to high-quality teaching in the classroom	
The teachers...	The SENDCo and leaders....
Where pupil is added to the SEND register: Teacher completes the Pupil Support Plan on the directory (PSP, termly). Meet parents termly to discuss areas of concern and progress towards targets (can be included in parents' evenings where scheduled). Completes ½ termly RAG rating on the directory to indicate progress from starting point (where pupils are taught in an alternative provision/ interventions teachers to liaise with LSAs regarding progress)	Give support where required, including with observations, planning and setting targets. SENDCo writes the next steps on the SEND referral form and gives feedback to staff. Collaboratively decide on whether to add to the SEND register or continue to monitor at this stage.
Specific provisions and high levels of scaffolding and support; targeted provisions balanced with access to high-quality teaching in the classroom	
The teachers...	The SENDCo and leaders....
As above, but also: Complete any referrals with SENDCo. Discuss outcomes from referrals and implement targets and provision/strategies/ advice given.	SENDCo submits referrals and liaises with external agencies, whilst keeping teachers informed. Ensures that the provision/strategies/ advice given can be implemented successfully, with staff appropriately trained.
Ensure that a high level of scaffolding and support is available in all classes, ensuring that this is carefully adapted so that the pupil achieves a level of independence. Liaise with the SENDCo and leaders about alternative assessments for pupils with SEND working significantly below ARE.	Regularly monitor to ensure that appropriate scaffolds and support are in place, and that the provisions are effective. Liaise to ensure that the right assessments are taken and that progress is being made.
Where specific and targeted provisions are not meeting needs, gather evidence for an EHCPNA (needs assessment)	
The teachers...	The SENDCo and leaders....
Complete professional reviews and barriers to learning documents to support the process, attending meetings where requested.	Collates information and submits requests; maintaining communication with Thurrock and parents/carers to ensure that timescales are kept to.
An EHCP is in place, detailing the needs, outcomes and provision required for that pupil	
The teachers...	The SENDCo and leaders....
As above, but also: Read and familiarise themselves with the plan. Ensure provision is being implemented from the EHCP. Be aware of what the next steps are for that child towards their EHCP targets, and reflect these in the support plan and provisions. Complete annual review documentation and attend meetings.	As above, but also: Monitors the outcome of provisions in place. Hold at least yearly reviews with families and teachers. Ensure that leadership are aware of provisions and staffing needs across the school.

Assess ... Plan ... Do ... Review