

THE GATEWAY ACADEMY SPECIAL EDUCATIONAL NEEDS & DISABILITIES [SEND] INFORMATION REPORT

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The Gateway Learning Community [GLC] is a partnership of 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 GLC SEND Secondary Policy [Summer 2026]. The GLC's Secondary SEND policy is available on the website, detailing our vision, values and aims in relation to SEND.

Should parents/carers need a hard copy of this document, please contact the SENDCo. Contact details can be found in Appendix 1.

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.

A note on SEND reform — what it means for your child

The government published its Schools White Paper 'Every Child Achieving and Thriving' in February 2026, which includes plans to reform how children with SEND are supported in schools in England. It is important to know that these changes require new legislation and will not take effect until at least September 2029. Education, Health and Care Plans [EHCPs] will not change before at least September 2030.

Your child's current support, rights and EHCP are unaffected by the white paper.

The GLC welcomes the direction of reform and is actively preparing. Where relevant, we describe below how The Gateway Academy is already working in line with what the government is proposing. We will keep you informed as guidance and legislation develops. If you have any questions, please speak to the SENDCo.

Information and Guidance

The Gateway Academy has updated this SEND Information Secondary Report to reflect the SEND Code of Practice 2014 [CoP] and the GLC SEND Secondary Policy [Summer 2026]. The Code of Practice 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 Gateway Academy follows a cyclical process in identifying, assessing and reviewing special educational needs.

Provision for students with SEND is a whole-school responsibility. As the SEND Code of Practice states, 'every teacher is a teacher of students with SEND' — and, in the same way, every leader is a leader of students with SEND.

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 students with a higher level of need. Students identified at SEND Support have needs that can typically be met within a school's ordinarily available provision.

In line with the Code of Practice, the GLC considers a student to have a special educational need or disability [SEND] where they have one or more of the following: a significantly greater difficulty in learning than the majority of others of the same age; a disability that limits or prevents their access to teaching, learning and wider academy life; or significant social and emotional barriers to learning. A student is considered to have a disability if they have 'a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities' [Equality Act 2010; SEND Code of Practice, 2015]. Special educational provision is provision that is additional to, or different from, that made generally for other students of the same age; high-quality inclusive teaching, adapted and scaffolded where needed, is always the first step in responding to a student's needs.

The Gateway Academy follows a continual cycle of assess-plan-do-review, 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 students begins before they start at The Gateway Academy, where transition visits are made to primary schools and meetings are held with some 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 students.

To ensure that we work within the Code of Practice guidelines, The Gateway Academy employs a number of assessments when reviewing the educational needs of a young person, including:

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

The Gateway Academy has developed systems and resources to allow us to respond strategically and consistently to all assessments, track student progress and employ strategies and interventions with defined outcomes and success measures. These include:

- The assess-plan-do-review cycle approach;
- The Student Directory, which holds each student's support plan and tracks their provision;

Needs-led identification

In line with the GLC SEND Policy [Summer 2026], a diagnosis or label is one source of information, never the sole determinant of provision: support follows the specific barrier to learning identified through teachers' ongoing assessment in the classroom, and a label will never be used to lower academic or behavioural expectations of a student. Decisions to add students to, or remove them from, the SEND register are moderated by the SENDCo and Inclusion Team to secure consistency, and identification rates are reviewed against national and similar-school benchmarks.

A student will be removed from the SEND register if they do not have a diagnosis and are progressing in line with their peers nationally, without the need for personalisation or intervention from the SEND or inclusion teams. Parents/carers are always informed and involved in this decision.

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:

Category	Range of needs
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 and needs arising from adverse childhood experiences.
Sensory, medical and/or physical needs	Hearing impairment, visual impairment, sensory sensitivities, identified medical and/or physical needs.

Students may have needs that cut across more than one of these areas, and their needs may change over time. The purpose of identifying need is to understand a student's particular barriers to learning and what is required to support them – not to fit a student into a category. We also recognise that some factors can affect a student's progress, wellbeing or attainment without meaning that a special educational need or disability is present; for this reason, we take a holistic view, considering the causal factors behind a need, when determining levels of support.

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. If you have concerns, please speak to your child's tutor, subject teacher or pastoral team in the first instance.

If your child already has an identified SEND need, you will have received a copy of their Student Support Plan and Regulation Plan [where applicable]. These are live documents that are shared with parent/carer and student. Parent/Carer and student views are encouraged.

The Assess–Plan–Do–Review cycle

How are decisions made about what support my child will receive? How will the curriculum be matched to my child's needs?

The GLC adopts an Assess–Plan–Do–Review approach to identify and meet students' needs. This means that your child may receive:

- **'Universal' support** – changes to their learning environment or curriculum that benefit all students, such as adapted teaching strategies, visual aids or flexible seating;
- **'Targeted' provision** – additional support to focus on specific skills or areas where they are not making expected progress;

- **‘Specialised’ adaptations and interventions** — intensive, highly personalised support for more complex needs.

Where your child has an Education, Health and Care Plan [EHCP], the legal entitlement to provision for their needs is clearly defined and must be secured by the school.

The assess-plan-do-review cycle is continuous and reflected in our monitoring, evaluating and reviewing practice. Resources are allocated according to your child’s needs and their barriers to learning.

Your child’s Student Support Plan

Every student on the SEND register has a Student Support Plan [SSP]. This is a live digital document, stored securely on our Student Directory, which details:

- Barriers to learning;
- High quality teaching support and strategies;
- Specific support and provision;
- Reasonable adjustments;
- Exam access arrangements [where applicable];
- Student aspirations;
- Advice from external professionals [where applicable].

Plans are discussed with you at SEND parental events and parents’ evenings and sent home.

What is an Education, Health and Care Plan [EHCP] and how is one applied for?

Students who need more support than is available through the Academy’s usual SEND provision may be entitled to an Education, Health and Care Plan [EHCP]. An EHCP is a legal document, issued by the Local Authority, that describes a young person’s special educational needs, the provision needed to meet those needs, and the outcomes against which success will be measured. An EHCP can only be issued after a statutory EHCP needs assessment.

The Gateway Academy would typically apply for an EHCP for a student who, despite significant and appropriate interventions and provision through the assess-plan-do-review cycle, is not making expected progress. An application is made following a thorough assessment of the student’s needs, skills and progress, and in partnership with parents/carers and other agencies. The Code of Practice states that the Local Authority should consider whether, despite the school having taken relevant and purposeful action to identify, assess and meet the child’s needs, the child has not made expected progress.

An EHCP both specifies and quantifies the support required; this does not necessarily mean that the support will be delivered on a one-to-one basis by an additional adult. The plan also determines which services the Integrated Care Board [ICB] will commission to meet a student’s health needs. Ultimate responsibility for ensuring that the provision is made rests with the Local Authority. As a general guide, only young people with the highest level of complex need — around the top 2% — will receive an EHCP. Reviews of EHCPs are held at least annually, with interim reviews called as necessary. For further advice, please see: www.thurrock.gov.uk/special-education-needs.

Individual Support Plans — future development

The government’s white paper [2026] proposes that all schools will eventually be required to provide a digital Individual Support Plan [ISP] for every child with identified SEND, created

collaboratively with parents and students. The Gateway Academy's existing Student Support Plans are already structured in line with what the ISP will require. When ISPs become a statutory requirement, your child's existing documentation will form the foundation of the new system and you will be fully involved in any transition.

What range of support is available to my child?

As set out in Section 1.5 of the GLC Behaviour Management Policy, our signature strategies support students with SEND because they make teaching more consistent, inclusive and accessible in every classroom. The strategies are designed around high quality first teaching, which is the foundation of effective SEND provision:

- **High expectations** — students with SEND are held to the same ambitious standards of effort, participation and conduct as their peers; scaffolds are adjusted rather than expectations lowered;
- **Explicit instruction** — new material is taught in small steps, with clear modelling, worked examples and guided practice, reducing cognitive load and particularly benefiting students with learning, language and attention needs;
- **Cognitive and metacognitive strategies** — students are explicitly taught how to plan, monitor and evaluate their own learning, building the self-regulation that many students with SEND find hardest to develop independently;
- **Scaffolding** — temporary supports such as writing frames, sentence starters, visual prompts and chunked tasks are provided and then gradually removed as competence grows, so that support builds independence rather than dependence;
- **Flexible grouping** — groupings change according to purpose and need, ensuring that students with SEND access ambitious content alongside their peers rather than being placed in fixed groups;
- **Developing independence** — the explicit end goal of all support: students with SEND are taught the strategies, habits and self-advocacy skills to succeed with progressively less adult support.

This approach reflects the evidence base for effective SEND provision, including the Education Endowment Foundation's guidance on special educational needs in mainstream schools, which identifies high quality teaching — delivered through a small number of consistently applied, evidence-informed strategies — as the most important lever for improving outcomes for students with SEND.

Alongside these strategies, The Gateway Academy's 'Learn and Remember' Signature Strategy supports students to retain and recall knowledge over time. Teachers also plan lessons that are accessible by default — perceivable, understandable and doable — so that barriers are anticipated and removed at the planning stage rather than added afterwards [Mccrea, Barker & Goodrich, 2025].

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

- Reasonable adjustments to ensure equality in access and provision for those with disabilities;
- Use of aids and equipment to support learning and physical access;
- Use of technology to support teaching and learning;
- Access to Learning Support Assistant [LSA] support;

- Access to pastoral support, including wellbeing;
- 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;
- Assessments and sharing of strategies from outside professionals, including Speech and Language Therapists [SaLT];
- Individual access arrangements for examinations and tests, including the use of a reader, laptop, prompts and/or extra time, dependent on EAA results and EHCPs;
- Access to the Thurrock Educational Psychologist service, commissioned by the GLC.

Support matched to need, not to a label

Being on the SEND register does not automatically entitle a student to each of the forms of support listed above. In line with the GLC SEND Secondary Policy [Summer 2026], adaptations and interventions are the minimum necessary to secure access and progress; they are provided within the mainstream classroom wherever possible, kept under regular review and faded as independence grows, because developing independence is the explicit end goal of all support. The support your child receives is determined through the assess-plan-do-review cycle, in discussion with you and your child, and is directed at their specific barrier to learning rather than a diagnosis or label.

Exam Access Arrangements [EAA]

Exam access arrangements are a provision or type of support given to students, depending on their level and type of need, subject to approval from the exam board. They extend and reflect the support that is given to a student with SEND in the classroom, in internal exams and in PPEs [pre-public examinations]. For further details about eligibility and the processes followed at The Gateway, please see the Exams Access Arrangements Policy on the school website, or contact the SENDCo.

How is my child's SEND considered in behaviour decisions?

Section 1.5 of the GLC Behaviour Management Policy sets out in full how a student's SEND is considered when responding to behaviour. When an incident occurs, the Academy considers the extent to which a student's SEND may be relevant to that specific incident. This is a professional judgement, made on a case-by-case basis, drawing on knowledge of the student's assessed needs, their Student Support Plan and/or EHCP, and the specific circumstances of the incident. Having a special educational need or disability does not mean that a student's behaviour in any given situation is automatically caused by, or excused because of, that need. In making these decisions the Academy balances its legal duties, including taking reasonable steps to avoid any substantial disadvantage to a disabled student [Equality Act 2010], using its best endeavours to meet the needs of students with SEND [Children and Families Act 2014] and, where a student has an EHCP, securing the provision set out in that plan.

The Academy also anticipates, as far as possible, likely triggers and puts support in place to prevent incidents from occurring — for example short, planned regulation breaks [Student Regulation Time – SRT], adjusted seating plans, adjusted uniform requirements for sensory or medical needs, and staff training in understanding conditions such as autism and in trauma and attachment awareness. If the Academy has a concern about the behaviour of a student with an EHCP, it will contact the local authority and, if appropriate, may request an emergency review of the plan. If you believe a specific incident may be connected to your child's SEND, please raise this

with the pastoral team; your perspective will be considered alongside all other available professional evidence when a judgement is reached.

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

The Gateway Academy accesses a number of external specialist services, including:

- Community Speech and Language Therapists;
- School nursing services;
- Thurrock School Wellbeing Service;
- CAMHS [Child and Adolescent Mental Health Service];
- Community Paediatricians;
- Occupational therapists;
- Physiotherapists;
- Thurrock Local Authority SEND team;
- **Experts at Hand** [from 2026/27] — a new DfE-commissioned programme giving schools direct access to Speech and Language Therapists and Educational Psychologists. If your child may benefit from additional specialist input through this programme, please speak to the SENDCo.

The Gateway Academy's resources are allocated and matched to your child's educational needs through discussion with staff, parents/carers and students. External agencies, including health and social services, are involved where more complex needs and situations are evident.

The provision that Thurrock Council provides is set out in their Local Offer, which details all the services and support available to children and young people with SEND: askthurrock.org.uk

Partnerships between the Academy, parents/carers, children and other professionals

How will I know how my child is doing?

Support for young people with SEND is a partnership between the student, 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 about provisions;
- Regular contact between home and school, including via emails;
- Individual student/teacher conversations;
- Implementing advice on how to support learning at home and at school;
- Reward schemes, whole-school and individualised and online records via Edulink.

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

Parents/carers are notified when their child is identified as having a Special Educational Need. Student Support Plans are updated at least yearly, which could be part of the parents' evening or SEND parental events.

Parents/carers have the opportunity to discuss progress and attainment with their child's tutor or subject teachers, supported by the SENDCo or other leaders where needed. Strategies and provisions will be discussed and may be updated at these meetings.

Strengths, progress and barriers to learning are discussed in reviews held with other professionals, such as the Educational Psychologist and Speech and Language Therapist. Reports and the outcomes of consultations are shared with parents.

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

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

'Student voice' is encouraged to capture the views of students 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; students are also supported to be aspirational and to 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.

At The Gateway Academy, every student on the SEND register is encouraged to have their voice included in their Student Support Plan. Students with SEMH needs may have a Regulation Plan written collaboratively with them to identify possible triggers and effective strategies. Students with EHCPs or more personalised provision complete an 'All About Me' to support the assessment and review process.

How do we evaluate the effectiveness of our SEND provision?

Alongside reviewing the progress of individual students, the Academy regularly evaluates the effectiveness of its SEND provision as a whole. Leaders do this by analysing and interpreting data on the progress and attainment of students with SEND; sampling students' work; talking with students and parents/carers about learning, progress and attitudes; carrying out learning walks, drop-ins and book looks with immediate feedback and coaching for staff; holding at least annual reviews for students with EHCPs; and reviewing SEND identification rates and the consistency of decisions about the SEND register against national and similar-school benchmarks. Findings are reported through the GLC Progress Board and to governors, so that provision is continually refined and improved.

Staff

Who can I contact for further information?

The GLC SEND team can be found in Appendix 1. For any query about your child's SEND support at The Gateway Academy, please contact:

SENDCo / Assistant Principal	Laura Hunt laura.hunt@theglc.org.uk
Inclusion Lead	Ashleigh Tobin ashleigh.tobin@theglc.org.uk
General enquiries	01375 489000 www.theglc-gatewayacademy.org.uk

The role of the SENDCo. The SENDCo [Special Educational Needs and Disabilities Co-ordinator] is a qualified teacher who holds, or is working towards, the National Professional Qualification for Special Educational Needs Co-ordinators [NPQ SENCO], as required for new SENDCos under the Special Educational Needs Co-ordinators [England] Regulations 2024. The SENDCo has

day-to-day responsibility for the operation of the SEND policy and for co-ordinating the support provided to individual students with SEND, including those with EHCPs. Working with families, staff and external agencies, the SENDCo advises colleagues on the graduated approach, secures appropriate support and high-quality teaching, maintains the Academy's SEND records, oversees staff training, advises on the use of the SEND budget, and is the Academy's main point of contact with the Local Authority and external services.

What training do the staff supporting students with SEND have?

The GLC SEND team have an extensive range of support, some of which is listed below.

NPQ SENCO — the new National Professional Qualification for Special Educational Needs Co-ordinators, now a mandatory qualification for new SENDCos under the Special Educational Needs Co-ordinators [England] Regulations 2024;

- NASENCO — national award for SEND co-ordination;
- Level 7 qualifications in Specialist Assessment;
- Master's in Cognitive Neuropsychology;
- Master's in School Based Leadership and Management;
- 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 training and expertise in SEND is held across the trust.

Wider Inclusion

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

Students with SEND are actively encouraged to participate in all academy activities. Where additional support is needed for trips, events or activities, risk assessments and knowledge of the students involved will inform the arrangements made.

The GLC collaborates with other providers and professionals to explore how different needs can be met effectively and to promote disability equality and accessibility. We take a collaborative responsibility in anticipating where reasonable adjustments are needed, to ensure that provisions and aids are in place so that students with disabilities are not placed at a disadvantage.

The Gateway Academy's Student Wellbeing Team and DSL [Designated Safeguarding Lead] work alongside the SEND team to ensure that students' emotional health and mental wellbeing are supported holistically. Students with SEMH needs have access to:

- Regulation Plans developed collaboratively with the student;
- Access to the Student Engagement Team [SET] and SET room;
- External counselling and therapy [Charlotte Gonzalez and other commissioned therapists];
- Thurrock School Wellbeing Service and CAMHS referrals where appropriate.

Monitoring pupil belonging and engagement

The Schools White Paper [2026] sets out an expectation that every school will monitor students' sense of belonging and engagement, with full implementation expected by 2029. The Gateway Academy recognises that students with SEND are disproportionately at risk of feeling disengaged

or excluded from their school community and that belonging is fundamental to educational outcomes and wellbeing. As a result, a number of planned strategies are in place to support students with SEND in developing a strong sense of belonging. These include:

- Before and after school provision to support with regulation;
- Student check-ins with trusted adults;
- Bespoke interventions, including academic tutoring, for targeted students;
- An inclusive environment that reduces cognitive overload — classroom layout, classroom and corridor displays, movement around the academy, lesson format, adjusted lighting and canteen passes;
- Breaktime and lunchtime provision supported by the SEND Team;
- Targeted Careers and Next Steps support.

To develop provision further, and in line with the Schools White Paper [2026], the Gateway Academy is developing a standalone Inclusion Strategy. This will set out how all inclusion funding including the SEND notional budget, high needs funding and any allocation from the government's new Inclusive Mainstream Fund is used to improve support and outcomes for students with SEND. The Inclusion Strategy will be published on the Academy website once finalised and will be reviewed annually.

Admission arrangements for students with SEND

The Gateway Academy admits students with SEND in line with all national and local guidance and legislation, whether or not they have an EHCP; full details are set out in the Academy's Admissions Policy. The Academy will not refuse to admit a child on the grounds of their SEND, and where a student has an EHCP that names the Academy, we will admit them. Prior to admission, the Academy reserves the right, within current legislation, to defer a student's start for up to four weeks while reasonable adaptations are made. Where an EHCP indicates that a placement would be unsuitable for the child, or incompatible with the efficient education of other children or the efficient use of resources, the GLC reserves its right to provide this evidence to the Local Authority.

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 Gateway Academy. We understand the impact of change on students at all stages and take transition planning seriously.

For students joining The Gateway Academy from Year 6, the SEND team:

- Makes transition visits to primary schools and meets with select families and other professionals;
- Arranges a bespoke programme of opportunities for select students with SEND to visit and meet staff and students before the September start;
- Holds meetings with select parents/carers in the summer term to discuss barriers and agree support and/or regulation plans;
- Shares support plans with all staff prior to transition week;

For transitions between year groups, pre-transition meetings occur amongst staff so that successful strategies and key information can be shared. For students moving on to post-16 provision, we

begin preparation for adulthood planning well in advance, working with the student, parents, the local authority and prospective providers to ensure a smooth and well-supported transition.

Useful contacts and further information

- Thurrock SEND Services: 01375 652555;
- Thurrock Local Offer: askthurrock.org.uk;
- Parent Advisory Team Thurrock [PATT]: 07711 749 187 / patt.org.uk — free, independent advice for parents and carers of children with SEND;
- IPSEA [Independent Provider of Special Education Advice]: ipsea.org.uk;
- Contact [charity for families with disabled children]: contact.org.uk;
- Coram Child Law Advice: 0300 330 5485 / childlawadvice.org.uk;
- GLC Policies and Procedures: www.theglc.org.uk.

In line with Section 14 of the GLC SEND Policy [Summer 2026], concerns about SEND provision are handled as follows: please contact your child's form tutor or teacher in the first instance; if a satisfactory outcome is not achieved, a meeting is arranged between the parent, teacher and the lead coach/progress leader/Head of Faculty, which the Assistant Principal/SENDCo may also attend; the concern then escalates to the Assistant Principal/SENDCo and, in some cases, The Gateway Academy Senior Leadership Team.

Appendix 1: The GATEWAY ACADEMY SEND Team

Name / Email	Role	Academy
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