

## **The GLC SEND Information Report - Secondary**

### **Autumn 2024**

#### **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 students that have a higher level of need, whereas students 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 students begins before they start at The Gateway, where transition visits are made to primary schools, 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 students.

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;
- 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 student progress; employ strategies and interventions with defined outcomes and success measures. These are:

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

- Interventions, with defined outcomes and assessments.

***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:
<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 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 reviewed and updated with parent/carers and student views included.

**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 students' needs. This means that students 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 student 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 students (**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 student'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 students 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 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 Therapist (SaLT);
- Individual access arrangements for examinations and tests, including the use of a reader, laptop, prompts &/or extra time dependent on EAA 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 Gateway 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 students. 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 team at The Gateway maintain an overview of this.

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 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 concerning provisions;
- Regular contact between home and school, eg emails and texts;
- Individual student/teacher conversations;
- Implementing advice on how to support learning at home;
- Reward schemes, whole school and individualised, and online records (edulink).

Student Support Plans are stored on the Student Directory, these detail:

- Barriers to learning;
- Explicit instruction;
- Scaffolds;
- Cognitive and metacognitive strategies;
- Reasonable adjustments;
- Current provisions.

These may include advice from other professionals. The plans are discussed in SEND parental events and sent home.

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

'Student voice' is used 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 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 students 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. 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 tutor or subject teachers, supported by the SENDCo or other leaders where needed. In these meetings, strategies and provisions will be discussed and may be updated.

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 students with an Educational, 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 the student's support plans and EHCPs can be truly reflective.

## **Staff**

*Who can I contact for further information?*

*What training are the staff supporting students 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;
- 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;

- 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?*

Students with SEND are actively encouraged to participate in academy activities, where risk assessments and knowledge of the students involved inform where additional support is needed. Activities to familiarise students with upcoming events are essential for some.

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 students 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 students 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 students are kept informed and included in the process.

## Appendix 1: The GLC SEND Team

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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

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

High Quality Teaching inclusive teaching and learning - the universal offer, with adaptive teaching for all	
Teachers and Wider Support Teams	The SEND Team and leaders....
Implement the Gateway's Signature Strategies. Discuss any progress concerns in faculties.	Review progress and attainment data termly for all students, identifying any concerns and liaising with teachers.
Additional and different strategies	
Teachers and Wider Support Teams	The SEND Team 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 and drop ins with feedbacks given. SEND Team 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	
Teachers and Wider Support Teams	The SEND Team and leaders....
Teachers and support staff implement the Student Support Plan from the directory. Discuss any area with concerns with parents/carers and feedback to the SEND Team.	Give support where required, including with observations and drop ins with feedbacks given. SEND Team uses attainment progress and pastoral information to inform the barriers and the strategies on the Student Support Plan. Appropriate exam access arrangements are identified and implemented.
Specific provisions and high levels of scaffolding and support; targeted provisions balanced with access to high-quality teaching in the classroom	
Teachers and Wider Support Teams	The SEND Team and leaders....
As above, but also: Complete any professional views required from the SEND Team to support referrals.	SEND Team submit referrals and liaise with external agencies, whilst keeping staff informed. Ensures that the provision/strategies/ advice given can be implemented successfully, with staff appropriately trained.
Implement appropriate scaffolds and support through careful adaptation of teaching. Provide feedback on progress to the SEND Team and highlighting any concerns as they arise.	Complete drop ins to monitor that additional support and recommended strategies are implemented consistently and having an impact.
Where specific and targeted provisions are not meeting needs, gather evidence for an EHC/PNA (needs assessment)	
Teachers and Wider Support Teams	The SEND Team and leaders....
Complete professional view forms and attend 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	
Teachers and Wider Support Teams	The SEND Team and leaders....
As above, but also: Read, familiarise and implement the detailed and updated Student Support Plans. Be aware of the specific needs outcomes and provisions as identified in the EHCP. Complete professional views documentation for annual reviews.	As above, but also: Monitors the outcome of provisions in place. Hold at least yearly reviews with families, students and staff. Ensure that leadership are aware of provisions and staffing needs across the academy.