

GLC SPECIAL EDUCATIONAL NEEDS & DISABILITIES [SEND] POLICY [SECONDARY]

This Policy was ratified by the Board of Directors on	Autumn 2021
This Policy will be reviewed by the GLC Board on :	Autumn 2023

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.

GLC Special Educational Needs and Disabilities [SEND] Policy

[Secondary]

Contents

1. Introduction and legal context
2. GLC Guiding Vision, Values and Aims for SEND and Equality
3. Definition and Identification of SEND
4. Graduated SEND Support
5. Education, Health and Care (EHC) Plans
6. Monitoring and Evaluation
7. Roles and Responsibilities
8. Partnerships
9. Resource Allocation
10. Admissions
11. Communication
12. Evaluation of SEND Provision
13. Complaints
14. Appendix and Supporting Documents

The Gateway Academy SEND Policy:

1. Introduction

1.1 The Gateway Learning Community [GLC] has updated the SEND policy to be fully compliant with the *Special educational needs and disability code of practice: 0 to 25 years [September 2014, updated January 2015]*.

1.2 This policy sets out our vision for how The Gateway works to support, advise, challenge and intervene so that the best outcomes can be realised for students with Special Educational Needs and Disabilities (SEND). We follow a continual cycle of self-reflection, adaptation and improvement, in order that the leadership of SEND can focus on raising standards for all children and young people with SEND. The SEND information report outlines how our vision, aims and objectives of this policy are implemented in our academies.

1.3 The policy complies with section 19 of the Children and Families Acts, 2014, and is written with reference to inclusive education and legislation. It should be read in conjunction with statutory guidance, as detailed in appendix 3.

2. GLC Guiding Vision, Values and Aims for SEND and Equality

2.1 All children and young people at the GLC are entitled to support for their learning to enable them to develop the skills, knowledge and understanding to reach their full potential. Our expectations for students with special educational needs or disabilities [SEND] are the same as for all students; they deserve the right to an outstanding education. The progress, development and outcomes for students with SEND are therefore integral to the GLC's development:

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, impairment, background and sexual orientation are not discriminated against in any way. We will create environments where people are not fearful of others, and where individual difference or family circumstances don't act as a barrier to success.

2.2 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. Whilst valuing and recognising diversity in abilities, strengths and needs, we believe that

every student has the right to:

- feel they belong to their academy and the GLC;
- feel valued and respected as an individual;
- feel safe and free from bullying and teasing related to their needs, strengths and abilities;
- have their needs met;
- be given opportunities to mix with children with a variety of needs, strengths and abilities;
- curricula that fully supports their spiritual, moral, cultural, mental and physical development;
- a high standard of provision that is appropriate to their needs, and enables them to fulfil their potential;
- get the support they need and are entitled to;
- be given support to build their confidence and self-esteem;
- be able to participate in all aspects of school life alongside their peers;
- support in reaching their full educational potential.

2.3 Principles:

- All students in the GLC are entitled to a broad, balanced and differentiated curriculum that scaffolded and adapted to meet their needs’;
- Students are entitled to access the national curriculum, adapted as required;
- A student’s learning and their physical, emotional and spiritual development is supported through a differentiated curriculum;
- The GLC believes in early and honest dialogue with students, parents and professionals in exploring how different needs can be met effectively, whilst promoting disability equality and accessibility;
- The GLC will anticipate and make reasonable adjustments to ensure that provisions and aids are in place so that students with disabilities are not placed at a disadvantage;
- The GLC works closely with and supports Thurrock Local Authority [LA] to assist them in fulfilling their obligations to our students and families;
- The voice of the student must inform the development of effective support;

3. Definition and Identification of SEND

In line with the Code of Practice, the GLC defines special educational needs & disabilities where a student has 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;
- significant social and emotional barriers to learning.

3.1 Special educational provision is educational or training provision that is additional to or different from that made generally for other children of that age. The GLC abides by our duty to cater for the needs of students with disabilities, through making reasonable adjustments and arrangements to cater for medical, sensory or physical conditions. We recognise that disabilities take many forms, both hidden and visible, and are committed to identifying the disadvantages the disability causes and removing any barriers to learning or involvement in academy life.

The four broad areas of SEND are:

- Communication and Interaction [C & I];
- Cognition and Learning [C & L];
- Social, Emotional and Mental Health [SEMH]; and
- Sensory &/or Physical Needs [S/P].

3.2 The GLC recognises that students learn at different rates, and many may experience difficulties at some point in their education. There are additional factors that can influence a student's learning, wellbeing and attainment that do not necessarily mean that there is a special educational need or disability. The holistic approach that the Gateway Academy adopts is therefore vital in identifying and determining levels of need, with analysis of the causal factors relating to that need.

3.3 The Gateway works closely with other professionals to secure needed services for our students and seek advice when a student is making less than expected progress, despite tailored support being put into place. These include but are not limited to:

- speech and language therapy;
- physiotherapy;
- educational psychology;
- local schools, including those with special status;
- occupational therapy;
- mental health services;
- counselling & therapies;
- school nurse, specialist nursing and health teams;
- other health and social care professionals.

4. Graduated SEND Support

4.1 The four categories of SEND (page 5) are used when assessing needs, making plans and reviewing progress; the SEND register and detailed information is shared in the Gateway Academy through the SEND dashboards. 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

4.2 The Gateway follows the graduated approach to a student's special educational needs with

four stages of action: assess, plan, do and review. This cycle of support means that earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports them to make good progress.

4.3 At the Gateway Academy, the SEND department, faculties and wider inclusion team work in collaboration to quickly identify underachievement and a range of additional needs. There are well-established processes and responsibilities so that appropriate support is put in place to remove barriers, help students 'catch up' and re-engage with their learning. The SEND and wider inclusion team is made up of:

- The Special Educational Needs Co-ordinator (SENCo)
- Assistant Headteachers for SEND and Inclusion
- Vice Principals for Student Development, and Ethos
- Inclusive Curriculum Co-ordinator
- Progress Leaders
- Lead Coaches
- The mental health and wellbeing team
- Learning Support Assistants (LSAs)
- Higher Level Teaching Assistants (HLTAs)

4.4 Before transition to The Gateway Academy in year 7, students with SEND and additional needs are offered a programme of opportunities to visit and meet with staff and students. This is in addition to the whole year group transition in the summer term. Staff from across the GLC meet regularly throughout the year to work together and get to know students and what support they may need to make the successful transition to The Gateway.

4.5 The SEND dashboards set out how learning and provision can be tailored to meet the specific needs of individual students. It identifies the student's strengths, as well as targets for development and teaching strategies to minimise any areas of difficulty. It also details what adaptations and additional support are in place, and whether outside agencies are involved. The SEND team works alongside teachers and the wider inclusion team to revisit, review and refine the information in the dashboards; this allows us to continually evaluate its effectiveness.

Please see appendix 1 for further details on how the GLC adopts the graduated approach of assess-plan-do-review in our academies.

4.6 The GLC employs rigorous systems of monitoring progress and evaluating teaching and learning. The graduated approach for SEND works in partnership with Gateway Academy systems, through application of this we feel confident in identifying areas of need and securing the provision or additional support that is needed to meet the needs of individuals

and groups of students.

4.7 At the Gateway Academy we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual students. Our curriculum structure allows for students to follow more personalised curricula that focuses on the students' specific needs and provision, where appropriate. This approach ensures that The Gateway's curriculum and pastoral offers for students with SEND are different to and/or additional from that already offered.

4.8 For further information about the assess-plan-do-review cycle for SEND at the Gateway Academy please refer to the GLC SEND Information Report, found at <http://www.theglc.org.uk/>.

5. Education, Health and Care [EHC] Plans

5.1 An Education, Health and Care Plan [EHCP] is a legal document which describes a child or young person's special educational needs, the support they need and the outcomes they would like to achieve. An EHC plan can only be issued after a student has gone through the process of a EHC needs assessment. It must be written in a way that makes it clear to parents, students, schools and other professionals who is required to do what, when it has to happen and how often it should be reviewed.

5.2 The Code of Practice states that *'the local authority should consider whether there is evidence that despite the..... school.....having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress'*.

5.3 The Gateway Academy would typically apply for an Education, Health and Care (EHCP) Plan for students who, despite significant and appropriate interventions and provision, are not making expected progress. It is applied for in response to thorough assessments of a student's needs, skills and progress, working in partnership with parents and other agencies to determine whether a new EHC Plan is required¹. Please see the GLC SEND Information Report for further details on the Gateway Academy's provision to meet special educational needs.

5.4 EHCPs are forward looking, designed to raise aspirations and outline the provisions required to meet education, health and social care needs. They also determine which services the Clinical Commissioning Group (CCG) will commission to meet the health needs. The ultimate responsibility for ensuring provision is made rests with the LA. As a general guide, only young people in the highest 2% of complex needs will receive an EHC. For further

¹ It should be noted that parents and other agencies may also request an EHC, which would be binding on the GLC academy if approved

advice, please refer to the Thurrock website:

<https://www.thurrock.gov.uk/special-education-needs>

6. Monitoring and Evaluation

6.1 Combined with the graduated approach, leaders of SEND in the Gateway Academy follow cycles of monitoring and evaluation. We evaluate the effectiveness of provision for students with SEND by:

- analysing and interpreting data;
- sampling work;
- discussing learning, progress and attitudes with students and parents;
- identifying strengths and weaknesses in provision;
- raising awareness of special needs, and supporting all staff to develop their practice;
- moderating that targets set are challenging, achievable and related to increased progress;
- advising on planning and assessments;
- observing classroom practice.

6.2 The actions above are completed in different fora at the Gateway Academy, such as:

- Faculty briefings, with a regular agenda item for SEND, attended by Heads of Faculty and the SENCo/AHT
- faculty reviews, that includes provision and outcomes for pupils with SEND;
- Continuous year group focused reviews though lesson observations, book scrutinies and conversations with students, followed up with updates on the dashboard and direct feedback to staff
- Team around the child (TAC) meetings
- Twice annual SEND assessments, including standardised tests of single word, language and maths skills
- Termly data drops
- Inclusion panels, both internal to the Gateway Academy and across The GLC
- Mentoring programmes

7. Roles and Responsibilities

The SEND leaders for Gateway are:

SENCo	Kate Clarke	kate.clarke@theglc.org.uk
AHT SEND	Laura Hunt	laura.hunt@theglc.org.uk
AHT for Inclusion	Trudi Bryant	trudi.bryant@theglc.org.uk
Trust Lead for SEND and Inclusion	Sarah Curtis	sarah.curtis@theglc.org.uk

7.1 The SENCo will:

- be a qualified teacher, recognised by the DfE, in line with statutory requirements for SENCos;
- Work with the headteacher, leadership, Trust Lead for SEND and Inclusion and governing board to determine the strategic development of the SEND policy and provision in the school;
- Form positive working relationships that encourage parents, carers and students to participate in decision making processes and to contribute to the assessment of needs, reviews and transition processes;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching;
- Challenge and engage with teachers, initiate evidence led practice and influence pedagogy to secure improvements for students with SEND;
- Advise on the graduated approach to providing SEND support;
- Embed The GLC vision for SEND, as set out in the policy, information report and internal guidance;
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned, including preparation for adulthood;
- Work with the headteacher, leadership, Trust Lead for SEND and Inclusion and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all students with SEND up to date;
- Oversee that staff have the appropriate training provided in order to implement what is set out in the policy, information report and internal GLC guidance.

7.2 Teachers and support staff

To offer the best opportunities for all students in the GLC, teachers:

- Deliver appropriate curricula that will engage and challenge;
- Implement effective teaching and learning strategies, taking the range of abilities, aptitudes and interests of pupils into account;

- Use appropriate assessments to set targets that are challenging and motivating;
- Provide evidence of strategies being used to effect change;
- Provide supportive learning environments;
- Relentlessly focus on reading, writing, communication and maths skills [RWCM];
- Foster good relationships and encourage a positive self-image.

The learning support assistants [LSAs and HLTAs] are key to supporting our students by:

- Delivering effective support, using the scaffold for learning to promote independence
- Jointly planning and delivering individualised programmes where appropriate;
- Monitoring progress against targets using passports, curriculum objectives and the SEND support plans;
- Assisting in drawing up recommended strategies and assessing for special educational needs;
- Contributing to review processes;
- Working with small groups, within or out of the classroom, under the direction of the teacher;
- Supporting with visits;
- Planning with or adapting teacher plans;
- Mentoring selected students, meeting with them and their parents/carers and advocating for that student with the Gateway Academy staff.

7.3 Trust Lead for SEND and Inclusion

The Trust Lead for SEND and Inclusion supports the development of SEND best practice in all academies. This is achieved through developing capacity of academy based SENCOs and challenging academies in terms of their provision and data. SEND policy and practice has been aligned, facilitated by a shared vision and regular opportunities for all to benefit from sharing best practice. The Trust Lead for SEND and Inclusion reports to the GLC Board of Directors through the Deputy CEO. Specific responsibilities of the Group SENCO include:

- SEND development plans, structures and reviews;
- advice and support for identification and intervention;
- reviewing progress, challenging all in their expectations of and provision for students with SEND;
- keeping well-informed in current research and best practice to affect teaching and learning for SEND;
- leading and supporting staff training in SEND;
- developing capacity and sustainability through SEND action group meetings;
- conducting specialist assessments;
- preparing for LA and Ofsted visits, and compiling reports;
- monitoring the effectiveness and appropriateness of the SEND policy and its implementation;
- partnership working;
- and commissioning additional services.

7.4 Headteacher and Assistant Headteacher

The headteacher and Assistant Headteachers (SEND and Inclusion) will:

- Work with the SENCo and Trust Lead for SEND and Inclusion to determine the strategic development of the SEND policy and provision at the Gateway Academy;
- Have overall responsibility for the provision and progress of learners with SEND

7.5 The SEND governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

7.6 The GLC Board of Directors

It is the role of the GLC Board of Directors to ensure that the GLC's Policy complies with current legislation and is maintained in line with current legislation as required. The Board ensures that all academies comply with the agreed policy and monitors provision and outcomes for young people with SEND.

- The Board and local governing bodies are responsible for ensuring each Academy within the GLC implements the Special Needs Policy;
- This policy will operate alongside equalities, inclusion and access policy and practice.

7.7 The Local Governing Body

The local governing body ensures that GLC policy and practice is implemented within the academy and monitors, through reports and data, the provision and outcomes for students with SEND.

Governors ensure that the SEND provision is an integral part of the Academy's development plan and that the quality of the SEND provision is continually monitored. There must be a nominated Governor for SEND in each GLC Academy.

7.8 Students

Students are encouraged to take an active role in decision making and planning for their future; at the Gateway Academy we feel it important that students know they will be listened to and that their views are valued. Students are requested to attend parents' evening, mentoring sessions and annual reviews.

During transition and at key points throughout the year students are asked to reflect on what they find difficult, what works well for them and whether they know who they can seek support from should they need it. When a student has an EHC or more personalised provision, an 'all about me' is completed to support the assessment and review process.

7.9 Parents and carers

We actively seek to work with parents and /or carers and value the contributions they make. The GLC has set out a Partnership Plan to welcome visitors to our academies, and to ensure that student's needs are central to all discussions. Parents / carers are encouraged to be fully involved with:

- Offering and including their views within all statutory paperwork and procedures;
- Engaging fully with parents' evenings, mentoring and annual reviews;
- Regular and effective communication between home and the academy, which may include planners, communication logs, telephone calls and meetings, where both home & academy share pertinent information;
- Supporting their child / children with their learning and additional needs, as discussed in reviews;
- Attending academy events;
- Discussing their child's / children's day with them, including what rewards they may have received and what they did that was new or interesting;
- Sharing key information with the academy that may affect their child;
- Completing a bi-annual questionnaire to reflect on the progress and support of their child and give their views on what else could be achieved and how.

8. Partnerships

In the GLC academies students and parents/carers are part of the team that specifies provision and monitoring the effectiveness of that provision. Please see the GLC SEND Information Report for further details, available on our academy websites.

A UK network of Information, Advice and Support Services [IASS] is available for disabled children and young people, those with special educational needs and their families. Thurrock also provides a Parent Advisory Team Thurrock [PATT] to give information and advice to parents and carers of students with SEND. For further information please see:

<https://www.thurrock.gov.uk/support-for-parents-and-carers-whose-children-have-special-needs-at-school/information-advice-and>

8.1 Thurrock Local Authority [LA]

The Code of Practice places legal duties on Local Authorities [LAs] to identify and assess the special educational needs and disabilities [SEND] of students for whom they are responsible. An LA must carry out an EHC needs assessment if a student needs, or probably needs, more support than their school or other setting can give them.

Once special educational provision has been specified in an EHC plan, the LA has a legal duty to provide it. The provision that an LA provides is set out in a Local Offer [LO] to detail all the services and support that are available children and young people with SEND. Thurrock has published theirs on the website below:

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

9. Resource Allocation

It is the responsibility of each academy to make sure that a budget allocation is made to SEND that meets the needs of the targeted young people. They will also ensure that additional funds allocated through high needs funding or EHCs are targeted and used appropriately.

10. Admissions

The GLC Academies follow all national and local guidance and legislation in the admission of students with SEND, both with or without a statutory assessment (EHC plan). The policy and guidelines for admissions of all young people is outlined in the Admissions Policy for The Gateway academy.

Prior to admission of a student with SEND, The Gateway reserve the right within current legislation to defer admission for up to four weeks whilst reasonable adaptations are made. Please see the Admissions Policy for The Gateway for further details:

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

11. Communication

We strive to maintain strong communication links within the GLC:

- The SEND Co-ordinator meets regularly with teachers and support staff to discuss the progress of students with SEND in relation to agreed targets;
- Desired outcomes for SEND support plans and passports are agreed in meetings between class teachers, the SENCo, parents /carers and the students;
- The Graduated Approach and the SEND dashboard are updated regularly, and distributed to all staff members electronically. This is monitored by the named governor to ensure compliance;
- A Group SEND Information Report is held on the GLC website, detailing what support and provision is offered in the academies;
- Each academy holds an appendix to the GLC SEND Information Report that provides further detail about what they offer that is additional to our core GLC provision.

12. Evaluation of SEND Provision

The culture of the GLC is to promote reflection and professional challenge; as such evaluation

is ongoing and collaborative. SEND teaching and learning reviews [T & L reviews] are combined within faculty review meetings at the Gateway Academy; these include observations, learning walks, book scrutinies and discussions to ensure that high quality teaching and learning occurs for students with SEND. We use an adaptation of the foci recommended by Whole School SEND to evaluate and monitor the working of the SEND policy, these are:

- Leadership
- Outcomes for students
- Assessment and identification
- Monitoring, tracking and evaluation
- The quality of provision, teaching and learning
- Working with students and parents/carers of students with SEND

It is the responsibility of the Group SENCo to collate and deliver SEND reports and to use these to support the Gateway Academy in ensuring that all students with SEND make good or better progress.

13. Complaints

The GLC believes that the Special Educational Needs of students are best met when there is effective collaboration and communications between the Academy, other agencies, families and young people. We aim to foster good working relations with all of these groups.

Procedures at the GLC:

- There are opportunities throughout the year for parent/family consultation. Parents are requested to make an appointment with their child's class or form teacher if a problem arises.
- If a satisfactory outcome is not achieved then a meeting is arranged between the parent, teacher and the SENCo;
- The complaint then escalates to the Assistant Headteacher for SEND, in consultation with the Group SENCo;
- In some cases it may be necessary to involve the Head of School;
- If still no solution is found parents are advised to make a formal complaint using the GLC's complaints procedure.

Supporting Documentation and Appendixes

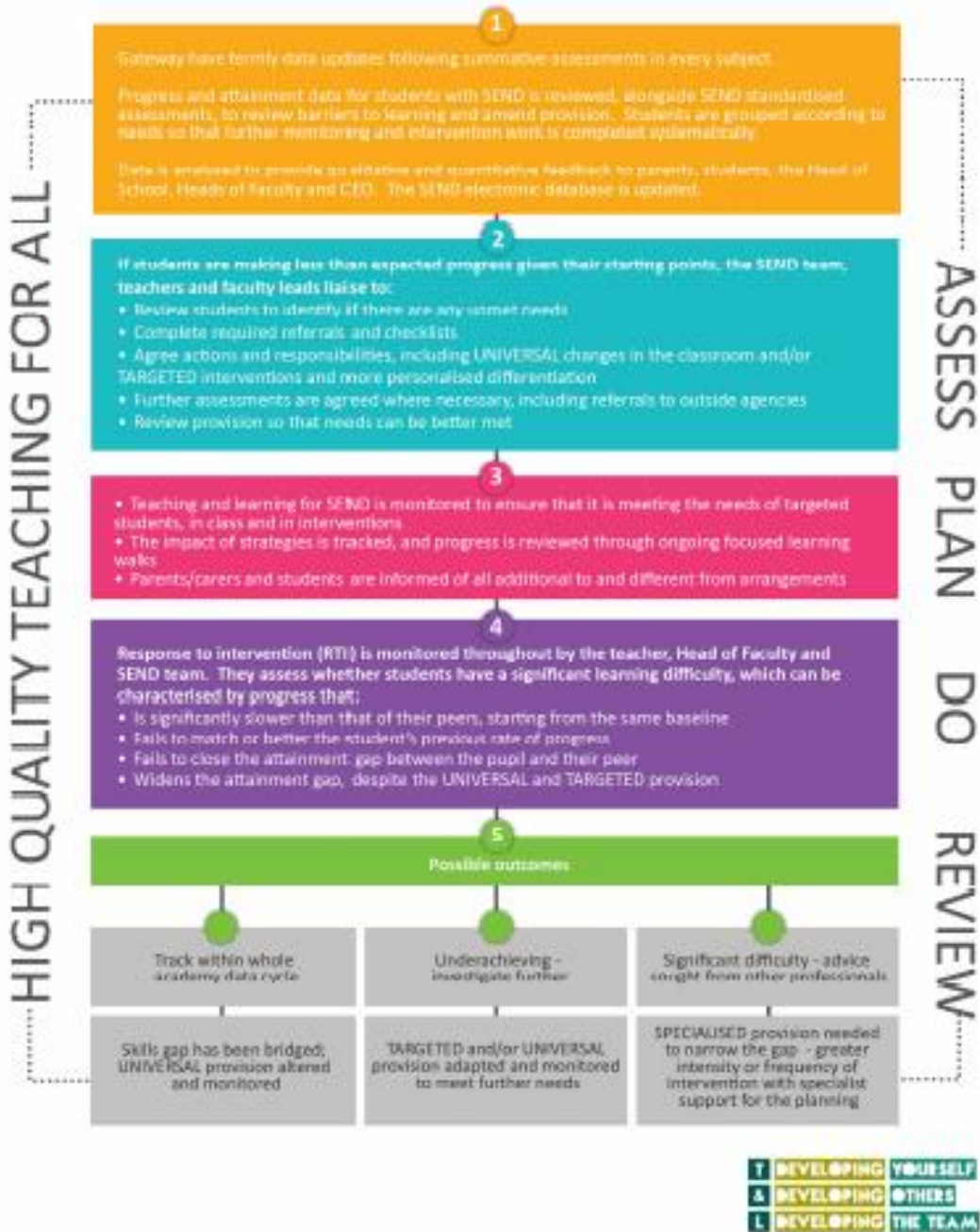
Appendix 1



GLC

The Gateway Learning Community Trust

THE IDENTIFICATION AND ASSESSMENT OF SEND WITHIN THE GLC



Appendix 2

Stages of SEND Support – The Graduated Approach

As recommended in the SEND Code of Practice [2014], the GLC adopts a graduated approach in provision to meet young people’s needs:

Stage 1: UNIVERSAL APPROACH	High quality teaching and learning, clearly differentiated to the individual needs of the child.	Responsibility of the class / subject teacher, supported by SENCo
Stage 2: TARGETED APPROACH	In addition to high quality teaching, provision to target skills gaps or other defined needs.	Responsibility of the class / subject teacher, and identified intervention staff, supported and monitored by SENCo
Stage 3: SPECIALISED APPROACH	Increasingly more intensive or longer term interventions.	As above, with increasingly more involvement of the SENCo and including appropriate commissioned services

Appendix 3

Relevant legislation

This policy complies with section 19 of the Children and Families Acts, 2014, and is written with reference to inclusive education and legislation. The full list can be viewed below:

- Equality Act, 2010
- SEND Code of Practice 0-25, 2014 & 2015
- The Children and Families Act, 2014
- Race Relations, Amended Act 2001
- Statutory guidance on supporting pupils at school with medical conditions, 2014
- Safeguarding Policy
- Teachers Standards, ~~2012~~2011 & 2013
- Sex Discrimination, SEND Discrimination Act and Disability Discrimination Act
- Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England: Statutory Guidance for those with legal responsibilities in relation to exclusion (2017)