



Gateacre School Policies

SEND POLICY

Meeting the needs of pupils with Special Educational Needs (SEN) and Disabilities (SEND) Policy document



SEND POLICY GUIDELINES

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they

- have a significantly greater difficulty than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same stage in mainstream schools or mainstream post 16 institutions;
- a child under compulsory school age has special educational needs if they fall within the definitions at (a) or (b) above or would do so if special educational provision was not made for them.'

Gateacre School is an inclusive school and may offer the following range of provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.



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Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Special educational needs and disability code of practice: 0 to 25 years January 2015

Children's and Families Act 2014

Supporting pupils at school with medical conditions 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Liverpool's SEND Local Offer is published on Liverpool Council's website <https://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer>

The Early Help Directory which is also known as the **Family Services Directory (FSD)**, provides a wealth of information about **local** services available to children, young people and families across **Liverpool** and can be accessed using the following link:
<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/home.page>

The Local Offer is information about the education, health and social care services available to children and young people with special educational needs and/or disabilities.

Inclusion Statement

- We aim to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs
- We aim to remove barriers to learning and put effective provision in place
- Teachers provide high quality first teaching, differentiated learning opportunities for all the children within the school, and



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provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum

- Special educational need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- English as an Additional language (EAL) is not considered a Special education need
- We focus on individual progress as the main indicator of success

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of SEND policy and practice in this school support the principles of the SEND code of practice: 0 to 25 years 2015 which are:

- the participation of children, their parents and young people in decision-making
- the early identification of children's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children with SEND



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- Pupils with SEN and/or disabilities with one or more of the following:
 - Cognition and Learning
 - Communication and Interaction
 - Social, emotional and mental health
 - Sensory and/or Physical

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers, and values their input in decision-making. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their children's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform of any difficulties they perceive their child may be having or other needs the child may have which may need addressing. Instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs;
- involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of the Parent Partnership services;
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language;
- collaborating with parents on the use of their personal budget, if appropriate for an Education, Health and Care (EHC) plan.

Management of Inclusion within School



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The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the head of Inclusion and Headteacher who will report to the governor with responsibility for SEND.

All teachers are teachers of SEND. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Guidance

Who should I report to if I have any concerns about my child?

The Pastoral Team Year 7 – Head of Year – Mr P Danson Assistant Head of Year – Mrs L Haines Year 8 — Head of Year – Ms R Woods Assistant Head of Year – Ms T Harper Year 9 – Head of Year – Mr J Byrne Assistant Head of Year – Mr J Cooper Year 10 – Head of Year – Mr S Hardley Assistant Head of Year – Ms P Imray Year 11 – Head of Year – Mr S Hardley	<p>You should speak to your child's Head of Year / Assistant Head of Year first if you have any concerns about your child's progress. They will collate information from your child's Academic Tutor and all subject teachers regarding any concerns. You may then be directed to the SENDCo/Assistant SENDCo</p> <p>The subject teacher is responsible and accountable for providing Quality First Teaching – including:</p> <ul style="list-style-type: none">• Adapting and refining the curriculum to respond to strengths and needs of all pupils. Monitoring the progress of pupils and identifying, planning and delivery of any additional support/interventions;• Contributing to devising personalised support plans to prioritise and focus on the next steps required for your child in order to make progress;
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<p>Assistant Head of Year – Ms S Melling</p> <p>Year12 & 13 – Head of Year – Ms H Parsons</p> <p>Assistant Head of Year – Ms J Thomas</p>	<ul style="list-style-type: none">• Applying the school's SEND policy.
<p>Special Educational Needs and Disabilities Coordinator (SENDCO) & Assistant SENDCO</p> <p>Mrs Kate Moreton – SENCO</p> <p>Ms Karen Langton – Assistant SENCO</p>	<p>Coordinating provision for pupils with SEND and developing the school's SEND policy:</p> <ul style="list-style-type: none">• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.• Monitoring progress and effectiveness of provision.• Ensuring that parents are: involved in supporting their child's learning and access.• Kept informed about the range and level of support offered to their child.• Included in reviewing how their child is progressing.• Consulted about planning.



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Assistant Headteacher Personal Development, Behaviour & Welfare Mrs J Boyd	The day to day management of all aspects of inclusion, including the provision made for pupils with SEND.
Headteacher Mr N Jamil	The day to day management of all aspects of the school.
SEN Governor Mr Dominic Ion/Mrs Wendy Walters	Supports in the evaluation and development of quality and impact of provision for pupils with SEND across the school

How does Gateacre School identify pupils with a Special Educational Need?

How can I find out about how well my child is doing?

Pupils who are already identified as having a Special Educational Need at primary school benefit from an Enhanced Transition. This could entail multiagency meetings, additional visits to the school, SENDCO to visit the pupil in the primary setting.

Gateacre also assess pupils in the first half term of Year 7. All pupils will be screened for their Literacy using Reading Comprehension and Spelling Assessments. The SEND Department analyse the results and provide support/interventions appropriately.

As part of the Liverpool Agreement, Gateacre provides a minimum offer in terms of Quality First Teaching. This ensures that all pupils will access good



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quality inclusive teaching that provides reasonable adjustments to accommodate learning difference

As part of the Quality First Offer, on-going monitoring takes place by subject teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities. Gateacre teachers differentiate and make reasonable adjustments according to individual need.

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

As part of the minimum Quality First Offer teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Lesson planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Teachers set different tasks which may be differentiated for pupils of different abilities; allocate additional help and support to certain pupils in the class, set open ended tasks and allow pupil response at different levels and through alternative means of recording.

Quality First Teaching is monitored through tracking academic progress with all subject areas on a half termly basis. Any concerns about progress are referred to the SENDCO/Assistant SENDCO. Quality First Teaching is developed through Continual Professional Development and Appraisal.

Additional adults may be utilised to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on additional adult support. Adult supporting groups and individuals is changed half termly to ensure that students know all staff and to avoid problems in the event of staff absence.



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Intervention/Support

Teachers at Gateacre deliver Quality First Teaching through differentiation and alternative ways of recording. However, there may be times, especially during Year 7 and 8, where a boost is required in numeracy and literacy skills. For all Year 7 pupils, Gateacre administers reading and spelling assessments in the first half term. Further assessments are administered if and when deemed necessary.

Interventions are targeted appropriately with as little disruption to curriculum areas as possible. The impact of the intervention is monitored termly and assessed biannually.

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Examples of Quality First Teaching are the use of:

Mind Maps, Scaffolding, Colour Coding Information, use of a Task Organiser, High Lighter Pens, Post It Notes, Highly Differentiated Lessons, Visual Strategies to Support Verbal Input, Pupil Profiles to Support Individual Learning Styles, use of Buff Paper and Pre-Tutoring of new Subject Specific Vocabulary. Subject If a pupil is not making progress with Quality First Teaching then there may be a need to refer the pupil to the SENCO, where a support plan can be put in place. After gathering information about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to teaching approaches. The views of the pupil about their support will be given consideration at this stage.

Short-term targets are agreed which prioritise key areas of learning to address and by which progress can be measured/monitored. Where external agencies are involved, their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning differences.



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Formal review meetings are held termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Different assessments will be used according to the needs of the pupil. Support arrangements will be updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The outcomes of these meetings will be formally recorded and a further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

Tests and Examinations: Access Arrangements

Access arrangements can be applied for in Year 9 onwards. The criteria is set by the 'Joint Council for Qualifications' and must reflect 'normal practice' for the individual pupil within school. Pupils who may require further support/allowances in their GCSE's/BTECS etc. will be assessed at the end of year 9 and access arrangements will be applied for in the first term of year 10. Students, Parents/Carers, and teaching staff will be notified of the findings.

Interventions available:

- Spelling groups
- Reading groups
- PIXL Numeracy Intervention
- Alex Kelly Social Communication Groups



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- Zones of Regulation Intervention groups
- Read, Write, Fresh Start literacy Programme
- ToeByToe Programme
- YPAS Well Being
- Year 11 Revision Intervention

Gateacre is keen to equip pupils with the skills necessary to make them independent learners. However, there are situations where pupils do benefit from the support of additional staff and technological resources.

Pupils with dyspraxia are issued with electronic notebooks, or another form of ICT, to help with the recording of their work.

Transition from one school to another

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

We will contact the school SENDCO and share information about provisions that have been made to help your child achieve their learning goals.

Additional transition visits will be arranged if felt appropriate.

We will ensure that all records are passed on as soon as possible.

Year 6-7 transition.

The SENDCO will attend the Primary/Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.



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In some cases additional multi-agency meetings may be arranged to create a more 'enhanced' transition plan which may include a few visits to Gateacre and the possibility of one of the SENDCO's visiting a pupil in the primary school setting.

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to see advice and support to ensure that the needs of all children are fully understood and met. These include:

- Liverpool Inclusion Service
- Liverpool Educational Psychology
- Physiotherapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Young Person's Advisory Service (YPAS)
- Speech and Language Therapy
- Community Pediatricians
- School Nurse
- Support for pupils with SPLD dyslexia: SENISS

Liaison/Communication with Professionals/Parents/Carers, attendance at meetings and preparation of reports

- Regular meetings as required
- SENDCO available at all Parents/Open Evenings
- Referrals to outside agencies as required
- Planning meetings
- Regularly updated Pupil Profile for pupils on the SEND Register



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- Termly Reviews
- Annual Reviews

Accessibility

Gateacre is a mainstream Secondary school adapted for access by pupils with physical disabilities. If a pupil is known to have a disability prior to admission to Gateacre school the SENDCO will work with the Inclusion Consultant, parents/carers and child, to ensure a smooth transition. All preferences expressed for Gateacre on the Admission Application Form will be considered using an Equal Preference Scheme.

Physical access in Gateacre includes:

Wheelchair access, specially adapted toilets, Storage for wheelchair and walking frames, lifts to all floors.

Access to modified equipment and ICT

- Specialist equipment as required on an individual basis to access the curriculum either purchased within the school's budget or loaned from an agency.

Access for pupils with medical needs

- We have designated First Aid trained staff on site. Refresher training and further training is arranged and provided.



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NAME(S) OF KEY PERSONNEL & TITLE:

Mrs Kate Moreton- SENCO

Mrs Karen Langton – Assistant SENCO

Mrs. J Boyd - Assistant Headteacher Personal Development, Behaviour and Welfare

Mr. N Jamil -Headteacher

Mr. D Ion -SEND Governor

Policy Date: September 2024

Approved by Governing Body:

Date of Next Review: September 2025



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