

# **Gaynes School SEN Report**

## **Introduction**

### **1. Relevant Academy Policies and other information**

- Equality policy
- Accessibility Policy
- SEN Policy
- Medical Needs Policy
- Anti-Bullying Policy
- Behaviour Policy
- Assessment Policy
- SEND Code of Practice 0-25

### **2. What kinds of special educational needs are provided for at Gaynes School?**

See above.

### **3. Students with medical needs**

See above.

### **4. What should a parent do if they think their child may have special educational needs?**

- Parents can contact their child's form tutor or Achievement Team Leader (ATL), in the first instance.
- If appropriate the tutor or Achievement Team Leader (ATL), will raise their concerns with the SENCO, Mrs S Trezise.

If parents are concerned about a particular subject, they should contact the class teacher direct. Parents who wish to discuss a child's special educational needs may contact the SENCO, Mrs S Trezise.

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## **Wider world of school and approaches to extra-curricular activities and pastoral care**

### **1. Admissions arrangements**

For full information on our admissions arrangements, click here:

<http://www.gaynesschool.net/school/joining-us/>

### **2. How will students be supported to be part of the school setting?**

- Most areas of the building are accessible for people with disabilities or limited mobility.
- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- The Academy policy on Behaviour takes full account of the new duties under the Equality Act.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Please see our Equality Policy for further information

### **3. How does the Academy address bullying?**

Our Anti-Bullying Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly. For full information about how we deal with bullying, please see our Anti-Bullying Policy

### **4. How are students included in activities outside the classroom including educational visits?**

- All students are eligible to participate in activities, events and educational visits taking place in the Academy.
- Risk assessments are carried out and procedures are put in place to enable all students to fully participate.
- The Academy actively supports students with special educational needs and/or disabilities, including those with medical conditions, participating in extra-curricular activities, school trips and visits.

### **5. What support is there for students' overall well-being?**

- The school offers a range of pastoral support for students who are experiencing emotional difficulties at any one time.
- Students have regular contact with the Year Care Team, if they require further support they can be referred for counselling sessions.

### **6. How will the Academy prepare and support students when joining the Academy or transferring to a new provision?**

We understand that changing schools can be stressful for some students and therefore we aim to make the transition process successful.

## **Approaches to Teaching and Learning**

### **1. How is the curriculum matched to individual students' needs?**

- All our students have access to a broad and balanced curriculum, removing barriers to participation where necessary.
- We use a range of teaching strategies that ensures we meet the needs of all students.
- The Academy sets students by ability in a number of subjects, to ensure that less able students are taught in smaller classes with increased adult support.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- Each student's learning is planned by their subject teachers; it is differentiated to ensure the student's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of teaching designed to maximise progress.
- We know the needs of our students very well and use data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills, we will take positive and proportionate action such as targeted support or intervention.
- If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, large print materials or notebooks.

### **2. How will parents know how their child is doing?**

In years 7-11 parents are formally invited to discuss their child's progress twice a year.

Academic progress, attendance and behaviour information are sent home twice a year.

Every student has a diary for parents and staff to use to communicate key information.

### **3. What training do Academy staff have in teaching and supporting children and young people with SEND?**

All classroom based staff have regular training sessions on aspects of teaching and learning, all of which is relevant for students with SEND.

Our Teaching Assistants have received wide ranging relevant training in Autism, Speech and Language Difficulties, Literacy and Numeracy.

The SENCO is an experienced teacher of young people with special educational needs.

### **4. How will parents be involved in discussions about and planning for their child's education?**

- All parents are encouraged to contribute to their child's education. This may be through:
- Discussions with class teachers
- During parent-teacher consultation evenings
- At specific review meetings
- During discussions/conversations with Achievement Team Leader (ATL), the SENCO or other professionals
- Reading and commenting in their child's diary

- Ensuring that their child completes homework tasks to a high standard

## **5. How can the Academy help parents to support their child's learning?**

Subject teachers may suggest ways of supporting students' learning through messages in the diary, personally or at parents' evenings.

The SENCO or other member of the SEN team may meet with parents to discuss how to support their child, if this is appropriate.

If outside agencies have been involved with a student they may provide ideas and suggestions that can be used at school and at home.

## **6. What support can students receive while taking tests and exams?**

We follow the guidelines laid down by the Joint Council for Qualifications (JCQ). A student may be eligible for access arrangements (such as extra time, supervised rest breaks or use of a reader) if s/he meets certain pre-defined criteria.

For full information on access arrangements, click on the JCQ website. JCQ Students who are on the SEND register are automatically tested to ascertain if they meet the criteria. Other students are nominated by parents or teachers. Only small numbers of students are granted permission to have special consideration for examinations. In this case, parents and students are informed well in advance of the examination.

Information about early identification and assessment How does the Academy identify and assess students with SEN?

All teachers at Gaynes School are responsible for identifying students with possible special educational needs and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

On entry to the Academy every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.

Information from the primary school is used to shape the students' curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.

The Academy regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is updated at least three times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- be significantly slower than that of their peers starting from the same baseline
- fail to match or better the student's previous rate of progress
- fail to close the attainment difference between the child and their peers
- widen the attainment difference

This can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow.

If, despite class teacher intervention the student continues to make less than expected progress, the SENCO is consulted, through the process of an Early Warning Meeting. These take place every half term.

The SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.

The identification and assessment of SEN includes an early discussion with the student and their parents. These early discussions with parents enable Academy staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.

We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.

With parental agreement, the Academy will liaise with outside professionals if they are already involved with the student.

For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

## **Information on the Academy's graduated approach**

### **1. High quality teaching**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. High quality teaching of all students, including those with special educational needs, is a whole-Academy responsibility.

### **2. Increased levels of provision and support**

In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.

A decision is then made as to whether this can be provided by adapting the Academy's core offer or whether something different or additional is required.

All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the Academy's information system.

Where it is decided that a student has a special educational need, this decision is recorded in the Academy records and the parents are informed.

A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.

Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **3. What interventions is the Academy able to offer?**

We are able to offer the following:

- Quality first teaching and learning
- In-class curriculum support
- Small group work
- Individual 1 to 1 work
- Form time and mentoring support
- Before school support work
- Lunchtime social club
- After school support work

The SENCO is responsible for maintaining an individual provision map for each student with SEN. This clearly outlines the support put in place which is additional to or different from that which is offered through the Academy's curriculum. It demonstrates how any additional funding is used.

### **4. What specialist services and expertise are available at or accessed by the school?**

As seen above.

### **5. Review**

The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions

with parents of all students. The views of the student and their parents are integral to this process.

The SENCO working with subject teachers may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate Academy staff. The record will be given to the student's parents. The Academy's management information system will be updated as appropriate.

If a student continues to make less than expected progress, despite support and intervention, the Academy may involve specialists, both in-house and from outside agencies.

The Academy will provide an annual report for parents on their child's progress, as part of the normal reporting process.

## **Education Health and Care Assessments and Plans**

### **1. Introduction to EHC Plans**

For full information on the EHC process, please read Chapter 9 of the SEND Code of Practice 0-25. For those students with the highest level of need it may be appropriate for the SENCO, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the Academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

### **2. Where can parents get support during an EHC assessment?**

SENDIASS (formerly PIPS, Parents in Partnership) provide legally based, impartial, confidential and accessible information, advice and support to parents / carers, children and young people on matters relating to education and schools.

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/service.page?id=zzb49NRuDgE>

Email: [SENDIASS@havering.gov.uk](mailto:SENDIASS@havering.gov.uk)

IPSEA (Independent Parental Special Education Advice)

General Advice Line: 0800 018 4016

Website: <http://www.ipsea.org.uk/>

## **Information about funding and resources**

### **1. How will the school fund SEND support?**

There are three different elements of funding for schools which are relevant for students with SEND.

a) Student led funding: this is the basic per student funding which schools receive for every child whether or not they have SEN.

b) Notional SEN funding- this is an identified figure within the student led funding which each school receives annually. This element of funding is used to fund the special educational provision for children with school based SEN and a proportion (£6000) of funding for children with statements or EHC plans

c) 'Top up' funding for individual students. This funding comes from the local authority, as and when required, and on the basis of the child's assessed needs. It is usually used to fund support for children with a statement of SEN or EHC plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEN before they can access top up funding.

### **2. How are the Academy's resources allocated and matched to students' special educational needs?**

- The notional SEN funding is allocated each financial year.
- This funding is used for a wide range of purposes which support students with SEND, such as:
  - enhancing high quality teaching : our whole school priority is to continually improve the quality of teaching and learning for all students, including those with SEND
  - employing specialist staff to support students with SEND, such as Teaching Assistants
  - funding smaller classes for students with significant special educational needs
  - purchasing appropriate resources such as differentiated materials for less able students or literacy materials
  - purchasing services such as Educational Psychology, Speech Therapists or mentoring services
  - paying for training
  - providing additional support and/or resources dependent on an individual's or cohort's needs
  - contributing the first £6000 towards funding for students with a statement of SEN or an EHC plan help individual needs further.

### **2. How is the decision made about how much support a student will receive?**

Information on where to find further support In the first instance parents can contact their child's form tutor Achievement Team Leader (ATL). If appropriate the tutor or Achievement Team Leader (ATL), will raise their concerns with the SENCO, Mrs S Trezise.

If parents are concerned about a particular subject, they should contact the class teacher direct.

Parents who wish to discuss a child's special educational needs may also contact the SENCO, Mrs S Trezise

### **Complaints procedures**

If you need to complain about special educational needs

Talk to your child's Achievement Team Leader (ATL), the SENCO or the Headteacher if you're concerned about a problem relating to SEN.

Ask for a SEN assessment from your local council if you think we can't provide all the help your child needs.

Contact the Parents in Partnership service.

You can appeal to the special educational needs and disability tribunal if you've applied for an assessment from your local council and you're not happy with their response.

Complain to the Academy

You can also complain to the Department of Education (DfE) by filling in the school complaints form.