

# Gordano School Special Educational Needs and Disabilities (SEND) Information Report

Dear Parents and Carers,

We are delighted to be working with you and your child at Gordano School and we would like to take this opportunity to welcome parents and carers to the Student Support Faculty. The booklet outlines how we support students with Special Educational Needs & Disabilities (SEND).

At Gordano School, we believe that every student, regardless of academic or physical ability or challenge, has the right to take part in, enjoy and make progress in every aspect of school life. We strongly believe in a teamwork approach within a school/home partnership.

First and foremost, we believe in **Quality First Teaching & Quality First Pastoral Care**. The term 'quality first' is taken from the SEND Code of Practice and means delivering the highest standards of teaching and pastoral care for all students, particularly those with identified SEND needs. It is vital that students receive high-quality teaching in the classroom, together with appropriate support for identified students. It is also vital that tutors and Heads of House provide high-quality pastoral support for students with identified SEND needs. These teams all work together to support the overall progress of students.

The SEND team at Gordano School identifies students' SEND needs and communicates this to staff, so that they can make learning accessible for all. The SEND team directly supports students with significant and persistent SEND needs, through additional specialist intervention, as appropriate. This is planned and reviewed regularly by our Gordano School SEND team, comprised of specialist student support workers and teachers.

The aim of this booklet is to inform you about the different services and provision we have to support students and to ensure you know our key staff. Please read in conjunction with our SEND Policy, which is located on the School Website.

Miss Deborah Mc Mullin  
Special Educational Needs/Disabilities Coordinator (SENDCo) & Designated Teacher for Looked After Children

[dmcmullin@gordanoschool.org.uk](mailto:dmcmullin@gordanoschool.org.uk)

## A Summary of our Special Educational Needs & Disabilities (SEND) Policy

### Definition of Special Educational Needs & Disabilities (SEND)

*‘Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority’ (SEND Code of Practice, 2014).*

### Whole School Support at Gordano School

At Gordano School, all teachers and tutors are teachers and tutors of SEND. The teaching and pastoral teams, along with the SEND team, provide the most appropriate support and intervention for children with identified SEND. We work side by side with parents and a range of different agencies to ensure pupils with SEND are identified, supported and included in all aspects of school life. This is reflected in our Learning Policy which includes our Assessment Policy, and our Behaviour Policy:

Students with identified Special Educational Needs & Disabilities will:

- Be set suitable learning challenges with access to a broad and balanced curriculum
- Be supported appropriately to manage behaviour and effort
- Be supported by all staff, who will respond to students’ diverse needs and help students overcome potential barriers to learning and behaviour
- Be given help and guidance to prepare for adulthood, including independence and life skills

It is not assumed that a pupil has special educational needs just because they have fallen behind with their learning, or because they are not academically inclined. For any learner who does fall behind, the appropriate provision and interventions are put in place to reduce gaps in their learning. For learners who are not academically inclined, there is a broad and balanced curriculum in place with opportunities to celebrate all learners’ strengths. We encourage parents to celebrate children’s strengths, and our vision is to create a culture of achievement in all areas of curriculum not just in academic outcomes.

Whole school interventions (additional support for a specific need) may include:

- Subject-based intervention
- Pastoral intervention

## All learners



Universal support  
(teaching & tutoring)

The graduated response starts with **Quality First Teaching/Tutoring** for ALL children and young people. This is known as Universal support and teachers are responsible for making appropriate adjustments for students with identified SEND. Information is shared with staff about learners with identified needs. The SEND Areas of Need:

- 1) **Cognition & Learning:** For example: Specific Learning Differences & Dyslexia, General Learning Difficulties.
- 2) **Communication & Interaction:** For example: Autism, Speech and Language difficulties.
- 3) **Social, Emotional & Mental Health:** For example: ADHD, Attachment difficulties.
- 4) **Physical, Sensory, Medical:** For example: Sensory processing difficulties, physical disability, Diabetes Type 1, ADHD - with medication, hearing or sight impairment, brain injury, terminal illness or equivalent.

Where there are concerns about progress, a referral is made to the school's Inclusion Team via tutor and head of house.

## Some learners



SEND Support  
Pastoral Support  
Additional Academic Support  
Universal support  
(teaching & tutoring)

Some children and young people will need additional targeted support, which is **different from/in addition to** the support provided to the majority of children and young people in the school. This may 'look like':

- Pastoral Support Plan (PSP) for significant pastoral concerns (which may be co-occurring with an identified SEND need).
- It may be additional intervention in Maths or English (which may be co-occurring with an identified SEND need).

At this point - if an SEND has not been identified - we may wish to investigate whether SEND Support is required. Where SEND Support is agreed, an SEND Support plan will be put in place. Support will be reviewed as part of the 'assess, plan, do, review' cycle.

## A few learners

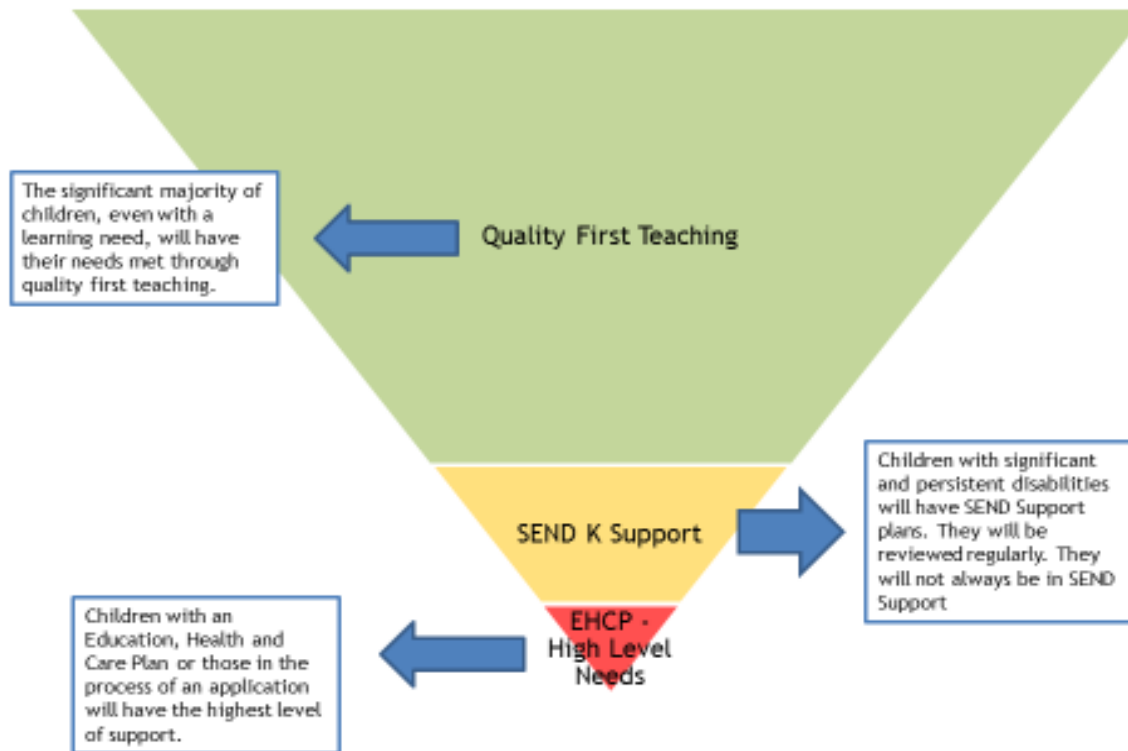


EHCP  
SEND Support  
Pastoral Support  
Additional Academic Support  
Universal support  
(teaching & tutoring)

A few children and young people may continue to need **additional and different support**, which is increasingly personalised and individualised. It is likely that these children and young people have very complex needs and they may require an **Education, Health and Care Plan (EHCP)\*\*** These children will require ongoing universal support, pastoral support and SEND support.

\*\*Funding is not linked to an EHCP, we may wish to apply for funding to support our provision for students with significantly high levels of need.

## SEND Support at Gordano School



For students who are identified as having ‘significant and persistent’ difficulties and who require additional support, the Student Support team will put appropriate support in place using the principle of:



- Assess
- Plan
- Do
- Review

**Assessment** of needs through school-based processes (using appropriate external agency input where needed)

**Planning** appropriate intervention to support the identified needs, through outcome-focused work

**Run** the appropriate intervention (group/1-1) for a specific amount of time

**Review** the outcomes, celebrate success and/or plan next level of support, where appropriate

## The SEND Team at Gordano School - Student Support

The SEND Team is known as the Student Support faculty at Gordano School

### Teaching Team - Qualified Teachers

- The SENDCo
- Teacher of Key Stage 3
- Teacher of Key Stage 4 & Specialist Assessor

### Student Support Team:

We have specialist Student Support Workers, who train to develop deeper understanding of and for the following areas of SEND concern:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory, Physical & Medical Disabilities
- Transition Intervention Support
- Healthcare Assistant to provide enhanced support for children with EHCPs & those in the EHCP process

We have a faculty area with a common room where we support students during break and lunch, giving a safe space during the day. In this space, we provide enhanced pastoral and SEND support, including emotion coaching, mediation of social communication skills and mentoring. We support learners who have ongoing difficulties in their school lives and we can check in with key students who have EHCPs or high level SEND Support Plans. We do this whilst having our lunch with students.

There are two classrooms for Key Stage 3 small group work and Key Stage 4 curriculum subjects (core support and BTEC Public Services), along with a sensory space and a mentoring room. We run a range of specialist interventions, specialist assessments and co-ordinated meetings within this space.

The SEND Team at Gordano School works at a whole school level. We support academic faculties, the pastoral teams and the support teams to include and advocate on behalf of our young people. This is evidenced in school policies & school systems.

### **How do we identify students for SEND support & intervention?**

- In Year 5 and Year 6, SENDCos at primary school inform the SENDCo at Gordano School about children who have significant and persistent SEND needs. These children will have been on the SEND Support register, have reasonable adjustments in lessons and their SATS, and will transition onto the SEND Support register at Gordano School.

- In Year 6, our SENDCo will attend any Education Health and Care Plan meetings for a child who will attend Gordano School. Our SENDCo will then consult on whether Gordano School can meet the child's complex SEND needs. This is a statutory process - please speak to your SENDCo for more information.
- We run an enhanced transition programme in Year 6. We meet parents as part of this programme and begin to build a profile of need and plan appropriate support in Year 7.
- In Year 7, we use whole school data including SATS results, information about reasonable adjustments used in SATS, Cognitive Ability Tests (CATS), spelling, reading data and primary school records to plan appropriate SEND intervention. This will have entry criteria, which will change each year depending on the cohort's needs.
- Throughout Year 7 and Year 8, we support any child identified through data (qualitative and quantitative) within an appropriate support plan. This will usually be a group intervention, but we have personalised support plans for a small number of students.
- Teaching and pastoral staff, who are all teachers and tutors of SEND, are also able to raise potential SEND concerns about a child. Parents are also able to raise concerns, through tutors and Heads of House. These referrals will be managed on a case by case basis.

**\*\*A private report from an external professional (Educational Psychologist, for example) is not evidence that a child is entitled to SEND Support. We welcome any guidance about a child's needs, but make it clear that private reports will not guarantee any reasonable adjustments being made if our school data does not highlight a significant and persistent disability\*\*** Please read our Cognition and Learning/Dyslexia Statement for more guidance.

### **What is Gordano School's SEND Intervention - Offer of Support?**

*We currently provide the following interventions and programmes of support, but we offer support based upon school need and this means our offer of support is regularly updated and reviewed as a team. Our intervention is offered on a 'needs-led' basis which means we can plan support in response to what the students' needs are. We offer a Learning Scheme of specialist support, as well as an SEND intervention scheme of specialist support.*

#### **Key Stage 2 - Key Stage 3**

**SEND Transition Support from Year 6 - Year 7:** Our SEND team specialists meet all students in this intervention, and begin to plan support from Year 6.

#### **Key Stage 3 Learning Interventions**

**Group Work:** Phonics, Numeracy, Comprehension, Mind-mapping. **1:1 Phonics Support:** Dancing Bears, Apples & Pears, Primary Phase Phonics. We also personalise support for students' learning needs based upon emergent information from teaching staff and school-based assessments. **Outdoor/Alternative Learning:** Outdoor learning in the 'secret garden' where 'bushcraft' skills support team building and personal resilience

## Key Stage 4 Learning Interventions

**Group Work:** Core Support in Numeracy and Literacy (aligned with National Curriculum), BTEC Public Services & Outdoor Learning programmes.

### SEND Specialist Support with SEND Student Support Plan: The Four Areas of the Code of Practice

- **Cognition & Learning:** For example: Memory Fix, 1:1 support in lessons where appropriate, Independence Pack for Learning, Alternative Programme of support where appropriate, mentorin.
- **Communication & Interaction:** ASC (Autism) diagnosis support and personalised programmes, Social Skills group (bespoke based upon childrens' needs, drawing upon Superflex, Social Detectives, ASC resources from a wide range of sources), Social Story mentoring, 1:1 mentoring for social anxiety, sensory support.
- **Social, Emotional and Mental Health:** ELSA (Emotional Literacy Support Assistant) Approach in planning intervention for Key Stage 3 and Key Stage 4 students, Theraplay Approach for Outdoor Activities, 1:1 mentoring drawing upon a wide range of experiences, Creative Alternative Programmes, Thrive, School Counselling. We are developing a school-wide model of support for students who may experience social, emotional and mental health needs. This is in development throughout 2019-2020 and in line with statutory guidance for supporting mental health in schools. A useful guide is found here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)
- **Physical, Sensory, Medical Disabilities:** Fine and Gross Motor Skills interventions (bespoke using SMART Moves and a range of resources for dyspraxia/dysgraphia etc.), OT-guided intervention for students with physical disabilities, 1:1 mentoring using research-based approaches to supporting children with a range of medical disabilities, specialist guidance for pastoral teams where there is a medical need. \*\*All medical needs must have professional reports in order for the school to provide reasonable adjustments.

### \*1:1 Support/In-class Support

1:1 support will only be in place for children who hold an EHCP, or who have Top Up Funding. This will be based upon the funding in place to support additional hours. This support is for a significant minority of students.

### In-class Support, SEND Intervention, short-term 1:1 Support

Up to 9-10 hours additional support per week can be allocated to students with an identified (complex) SEND need. There will be evidence in place to show that they are not making appropriate progress within an already structured plan of support and that they have significant and persistent disabilities that affect them on a daily basis. These students will have a programme which will be tailored to their identified need and they will have a Student Support Plan, which is reviewed regularly within the Assess, Plan, Do, Review model of support.

## **How do we ensure that student voice guides our work?**

The Student Support faculty prides itself on young person-centred consultation. Students with complex learning needs are closely consulted in the development of group and individual Student Support Plans. Students are engaged in every element of their SEND support:

- Students who are identified as requiring SEND intervention and support are involved in setting student outcomes which they then review with their keyworkers;
- Students are given regular opportunities to be involved in reviewing their progress through formal and informal conversations in Student Support;
- There is an 'open door' policy for students at Gordano School, which encourages students to discuss any concerns they have relating to their learning needs. Students can come to Student Support to discuss their needs.

## **How do we work with and consult with parents and carers?**

When a student is identified as having special educational needs/disability and requires SEND intervention, parents will be involved in planning and reviewing the Support Plan. This will be formally reviewed 2-3 times per year, in line with Achievement Reviews or in line with statutory reviews.

## **When Does The School Make an Application for an Education, Health and Care Plan?**

When we have planned and reviewed support for a student for a sustained period of time (at least 3-5 terms), and the specialist support in place is not helping the student to make expected progress, we may consider making an application for an Education, Health and Care Plan (EHCP). This process is guided by the level of support already in place, compared with the amount of progress the student is making. This is why the model of 'assess, plan, do, review' is important. The SENDCo will guide this process at Gordano School, but please refer to this useful document from the Local Authority: [https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=W3UDATQ9\\_VQ](https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=W3UDATQ9_VQ)

## **Do we Assess for Dyslexia?**

*In the first instance, please refer to the school document - 'Cognition and Learning/Dyslexia' Statement.*

At Gordano School, we follow best practice guidance from 'The Rose Report' (2009) and have developed a range of specialist assessment tools in order to build learner profiles. We do not diagnose dyslexia but use school-based data [including baselines assessment data (CATS), SATS scores within the context of whether reasonable adjustments were in place at primary school, reading and spelling data] in order to identify any anomalies within student profiles. We also consult with staff and parents. If there are concerns that the student may have a specific learning difference (within the continuum of dyslexia), we will suggest reasonable adjustments and where appropriate plan SEND intervention. Should



there be a significant concern, we will also use specialist assessment as part of our assess, plan, do, review cycle. A useful link for the Rose Report is found here: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf>

**Where can I find more detailed information about the SEND Code of Practice and approaches to planning SEND Support at Gordano School?**

Please refer to the School SEND Policy (June 2019), for more information about SEND support and provision at Gordano School. It may also be helpful to refer to the Dyslexia and Specific Learning Differences Statement, along with our Exam Access Arrangement Statement and Word Processing Statement.

I am very much looking forward to the next stages of SEND development within Student Support, and throughout the community at Gordano School.

Suzy Devine

Head of Student Support & SENCO