

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.

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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. Please see the school's website for links to all policies.

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

All teachers and tutors at Gordano School 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 additional learning needs. 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. Our principles are:

- **Inclusion and students support is everyone’s responsibility.** We recognise that success for every student is dependent on a through-school approach to inclusion, and that this is one of the core principles behind all teaching and learning activities at Gordano.
- **Any area of learning can be improved through targeted support.** This includes: support for class work, homework and time management skills, relationships with others, social and emotional skills, attitude, self-esteem and behavioural self-management.
- **Early identification** of needs is critical for maximising progress, with intelligent assessment used to provide data informing the deployment of tried and tested interventions.
- **Careful monitoring** of progress to ensure that individuals receive appropriate, carefully planned and, when required, personalised support.
- **A pro-active approach to intervention** in order to predict areas of the curriculum that may present additional challenge for particular individuals. Interventions are pre-planned where possible, to ensure continuing success rather than simply responding to failure. At Gordano we do not wait for students to experience failure and frustration, we support them to meet the challenges of learning and succeed.

Students with identified Special Educational Needs & Disabilities will:

- Be included in all aspects of Gordano school life, with an appropriate level of support
- Be set suitable learning challenges, with access to a broad and balanced curriculum
- 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

What types of SEND do Gordano provide for?

There are four areas of need, as outlined in the SEND Code of Practice (2014). Gordano School provides high quality in class teaching, supplemented by targeted intervention, in order to cater for these needs.

- (i) **Cognition and Learning:** including Dyslexia, Dyscalculia, Dysgraphia, processing and working memory problems, Global Delay, mild to moderate learning difficulties and a range of other additional learning needs with may affect cognition (such as processing or working memory).
- (ii) **Communication and Interaction:** Difficulties which include Autism and a range of expressive and receptive language difficulties such as developmental language delay (DLD).
- (iii) **Social, Emotional and Mental Health:** Students who experience difficulties with their mental health and social and emotional development, including those with difficulties associated with ADHD, attachment and Tourette's Syndrome.
- (iv) **Physical, Sensory and Medical:** Physical, sensory and medical needs that affect how students access the curriculum, such as epilepsy, vision and hearing impairments, cerebral palsy and hypermobility syndrome, dyspraxia another difficulties with motor skills.

How do we identify students with SEND?

On transition to Year 7:

- 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.
- If a child has an Education Health and Care Plan and Gordano is the preferred destination for secondary transfer, a member of the team will attend the Annual Review in Year 6. The Local Authority will then consult with Gordano to ensure that their special educational needs can be met. This is a statutory process - please speak to your SENDCo for more information.
- On entry to Year 7, all students take Cognitive Ability Tests (CATS), spelling and reading tests so that we can establish their baseline. This information is collated and analysed, alongside all of the information from Primary school (including KS2 SATS and information about reasonable adjustments used in SATS). From this, we can identify those students who are most likely to require intervention. In all cases, we speak to the student to find out how they are settling into school (student voice) and in some cases we gather teacher feedback.
- For those students identified, an appropriate level of support will be delivered and reviewed regularly. This may consist of short term, small group interventions or in very exceptional cases (the highest level of complex need), in class support in core areas (such as English, Maths and Science), or other identified areas of need (such as practical subjects in the case of a physical disability).

Rest of the school:

- School systems ensure that the progress of students is monitored closely and carefully. Where a concern is raised about progress or well-being of a child, staff can complete an 'inclusion referral'. This process includes gathering as much information as possible about the child, including teacher feedback, student voice, progress reports and previous history so that we can collaborate and choose the

most appropriate level and type of support. It is a collaborative process, led by the House Team to ensure the 'whole child' is considered when making decisions.

How can I raise my concerns?

- If you have a concern about your child, their Form Tutor and House Team would be the first point of contact. They provide the overview of your child in school.
- The House Team may then raise an inclusion referral. At this stage, the Inclusion Team (which consists of Pastoral, SEND, attendance and safeguarding representatives) will work collaboratively to decide the most appropriate course of action. Further information will be gathered from staff to see if the concerns are more widespread and having an impact on the child's well-being or progress in school.
- An appropriate course of action will be put in place, in a graduated way (please see diagram on the next page for more details)

If you have concerns about your child and have the opportunity to seek a private report, we welcome the guidance that this can provide. However, a private report from an external professional (Educational Psychologist, for example) is not evidence that a child is entitled to SEND Support, or any exam access arrangements. We must corroborate the information from the report with our school data. This establishes whether their reported difficulties are impacting on their progress at school and surmount to being a significant and persistent disability. We will use the information in the report to provide strategies for teachers, which they can employ as part of their Quality First teaching.

If a child requires exam access arrangements, it is stipulated in the JCQ Regulations that we must have the following evidence in place

- A detailed history of need
- Evidence that the arrangement is the student's normal way of working
- In the case of a cognition and learning difficulty (such as dyslexia/ dyscalculia) the student must be assessed by an internal and qualified assessor, no earlier than the start of Year 9.

How does Gordano provide support?

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, Gordano Learning provides a broad and balanced curriculum with opportunities to celebrate learners' strengths in all areas, not just academic. We encourage parents to support us in celebrating these strengths and achievements.

When the need for additional SEND support is identified, we deliver this in a graduated way. This means that students experience the right level of support at the right time and are given a chance to embed their skills and develop their independence.

The Graduated Approach at Gordano

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. Where there are concerns about progress, a referral is made to the school's Inclusion Team via their House Team.

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, **short-term intervention** in their specific area of identified need, such as Maths, English, social skills, Self-esteem

At this point - if a SEND has not been identified - we may wish to investigate whether SEND Support is required. Where SEND Support is agreed, a **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

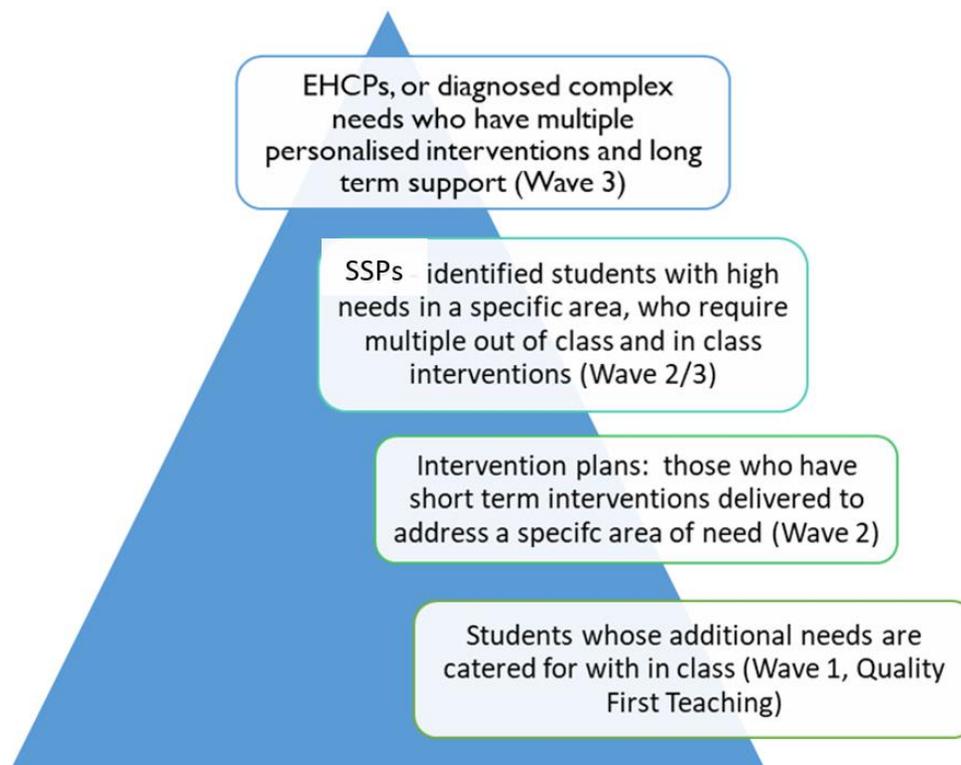
Additional
Academic Support

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 some 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. EHCP's are issued and monitored by Local Authorities.

Levels of intervention:



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

SEND Support at Gordano School

The SEND Team at Gordano School - Student Support

Who are we?

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

Teaching Team - Qualified Teachers

- SENDCo
- Assistant SENDCo
- Teacher of Key Stage 3
- Teacher of Key Stage 4 & Specialist Assessor for Exam Access Arrangements.

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 KS3
- Cognition and Learning KS4
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory, Physical & Medical Disabilities
- Primary Transition Support
- Onward Transition Support
- EHCP and Complex Needs Support
- Sixth Form

Where can you find us?

The Student Support Team can be found at the heart of the school, located in the Inclusion Hub alongside Student Centre and the Pastoral teams. We have some dedicated space to provide interventions and support. This includes:

- A common room where we support students during break and lunch and provide a safe 'break-out' space during the day for specific students.
- Two classrooms for Key Stage 3 small group work and Key Stage 4 curriculum subjects (Core Support and BTEC Public Services),
- A lower sensory room for work with students on emotional literacy, self-esteem and well-being.
- A mentoring/ 1-1 room.

What do we do?

We currently provide the following interventions and programmes of support, but we offer support based upon school need, meaning our offer of support is regularly updated and reviewed.

Key Stage 2 - Key Stage 3 Transition

SEND Enhanced Transition: Our SENDCO and SEND team specialist work closely with feeder schools to identify students who may require our programme of enhanced transition. The programme includes Gordano staff visiting primaries to meet selected students, followed by a series of structured additional visits to Gordano, in small, bespoke groups. This supports students to feel comfortable and confident in the transition to secondary, whilst also providing us with more extensive information. This enables us to plan appropriately, so that they are well supported when they start Year 7.

Key Stage 3 Interventions

We use a wide range of information to carefully select students who will benefit from additional support in KS3 (see below). These are usually delivered as short term, small group or individual interventions, including:

- **Group Work:** Phonics, Numeracy, Comprehension, Mind-mapping, Forest School, Self-Esteem and Me, Social Skills, Lego Therapy.
- **1:1 Support, such as, but not limited to:** Phonics (Dancing Bears - Apples & Pears, or Toe by Toe), individualised support for specific areas of need, ELSA (Emotional Literacy), Drawing and Talking, Touch typing, Smart Moves, Socially Thinking, Life Skills, pre-teaching and over-learning, bespoke 1-1 check ins and mentoring, and so on.

We can personalise support for students' learning needs based upon emergent information from teaching staff and school-based assessments.

Key Stage 4 Interventions

At KS4 we take a different approach where, as far as possible, students are facilitated to attend their chosen subjects. We avoid withdrawal from lessons to ensure students get maximum exposure to their subject specialist teachers.

For students who have required support throughout KS3, we may recommend that they join our Core Support group, in place of one of their GCSE Option choices. This provides students with additional English and/or Maths as part of their timetabled lessons. These courses are aligned and developed in collaboration with the English and Maths departments to ensure that the students have continuity of learning.

We also run a BTEC in Public Services which incorporates many essential life skills. This course may be suited to students who may be taking a more vocational pathway in the future.

Some students may still require bespoke input, particularly those with an EHCP or very complex needs. These are delivered at carefully agreed times to avoid the need for the student to catch up with too much work.

In rare cases, students may require a modified, alternative learning programme. This is considered on a case-by-case basis. For some, this may include further adapting their curriculum, to maximise their opportunities to experience success and to facilitate their access to the appropriate next step of their education.

Onward Transition

Students who have received support throughout secondary school, may also require assistance to help manage their transition into their next placement. Support workers who know these students well will liaise with relevant staff at further education placements to ensure a detailed handover. Staff are also able to attend transition days and visits to new placements to provide reassurance, guidance and also facilitate communication.

Exceptional support

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.

Promoting well-being for SEND learners

Mental health and well-being takes a very high priority at Gordano school. There is a school-wide model of support for students who may experience social, emotional and mental health needs. This developing in line with statutory guidance for supporting mental health in schools. We work closely with local and national providers to be able to provide support for students who need it the most.

A useful guide is found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf

All SEND students are fully integrated into whole school systems. They are part of a tutor group of approximately thirty students with a tutor who will normally stay with them during Key Stage 3 and Key Stage 4. Their tutor will provide 'Quality First' pastoral support for their emotional and social needs, with the support from the Pastoral House Teams as and when required. There is

Students with a significant level of emotional and social need may be assigned a keyworker from the Student Support Team, who will be able to offer additional support to them when needed. This key person will listen to any concerns raised by the student and liaise with key staff within school or outside agencies if appropriate.

The school has a strict anti-bullying policy, which enables any concerns raised by students to be dealt with swiftly and effectively by the relevant staff. The Student Support Team is often able to mediate and support with restorative conversations between peers, or staff if required. They can provide additional support to manage a student's expectations, or help them to unpick social difficulties or misunderstandings.

We ensure that there are opportunities for all students to be involved in every aspect of school life and the wide range of activities that it provides. This includes trips, visits, performances, open evenings, being a school representative and so on. Where need we will provide reasonable and appropriate adjustments to facilitate participation.

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 their Student Support Plans. Students are engaged in every element of their SEND support through student voice meetings where their views are gathered and disseminated. Their views are also used to review and appropriately update their in class strategies. Also;

- 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?

We value strong partnerships with parents, carers and other professionals. We work hard to forge these relationships by actively involving all in our decision making. When a student is identified as having special educational needs/disability and requires SEND intervention, parents will be involved in planning and reviewing the Student Support Plan. This will be reviewed 2-3 times per year, in line with achievement reviews or in line with statutory reviews.

Our highest needs students may have an allocated keyworker, who will provide an extra link between home and school, and will help to advocate for the child.

How does Gordano do monitor, review and evaluate provision?

For individuals:

For many of our interventions we have specific entry criteria and generate appropriate, personalised expected outcomes. Where we can, we take baseline data using standardised tests and assess progress quantitatively by retesting after an intervention.

For 'soft skills', we use a range of benchmarks associated with the specific area of development that is targeted by the intervention, such as ELSA checklists, social skills checklists and other profiles.

For the Department

We perform an annual self-review and create a department development plan from our findings. Staff are regular researching and evaluating our existing and alternative schemes to ensure that we are delivering the most appropriate support for the needs of the students, year on year. We work with partner schools, both in the Lighthouse Trust and beyond to support the department's development. We welcome regular visitors, including those from the LA and school improvement partners to ensure that we are operating in the very best possible way.

For the School:

The SENDCo is part of the Extended Leadership Team of the school and works closely with them, and school Governors to ensure that SEND is advocated for in whole school decision making. The SENDCO and student support team deliver whole school and bespoke staff training and provide individual support for staff who have more specific questions. The school have a SEND handbook for all staff as a quick reference guide to support their teaching and to facilitate the full inclusion of all learners in their classrooms.

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

Do we assess for Dyslexia?

At Gordano School, we follow best practice guidance from 'The Rose Report' (2009) and have 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 to establish a pattern, or history of need. If there are ongoing concerns that the student may have a specific learning difference (within the continuum of dyslexia), we will suggest reasonable adjustments for classroom practice and where appropriate, plan a SEND intervention. When a student enters Y9 and concerns persist, they may be entitled

to exam access arrangements. If this is the case, they will be assessed by our internally verified specialist assessor, who will be able to establish the area of need and the appropriate arrangements will be made.

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 (November 2021), for more information about SEND support and provision at Gordano School. It may also be helpful to refer to our Exam Access Arrangement Statement and Word Processing Statement.

How do we manage parent complaints?

There are rare occasions when parents, carers and others connected with Gordano School may have a concern they need to raise. To encourage resolution of such situations, we have a clear complaints policy and procedure that aims to resolve problems quickly and informally where possible, but which allows the appropriate handling of complaints where not resolved through informal means. Full details are on our website.