

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

2024-25



Date: 01.09.24

Review Date: 01.09.25



**LIGHTHOUSE
SCHOOLS PARTNERSHIP**

Introduction

At Gordano School we aim to support **all** of our pupils to enable them to '**Dream Big, Do their Best and to Give Back**'. We aim to ensure that all pupils have equal access to an ambitious and an appropriate curriculum. We welcome and value pupils with SEND as part of our inclusive community.

As an inclusive school we work collaboratively as a whole to support pupils with SEND, sharing a clear vision and aim of ensuring that every pupil achieves their full potential. We work closely with parents/carers and pupils to develop a graduated response to any difficulties in order to provide the most appropriate adaptations or support for pupils with SEND.

There are four categories of need identified in the Special Needs Code of Practice 2015.

These are:

- Cognition and Learning
- Social Emotional and Mental Health
- Communication and Interaction
- Sensory and Physical

At Gordano School we provide support pupils with a range of SEND needs including:

- Vision and hearing impairments
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Dyslexia
- Dyspraxia
- Social difficulties
- Emotional difficulties and mental health conditions
- Speech and Language Difficulties

Pupils with identified SEND are taught alongside their peers with access to the Universal Provision through adaptive teaching approaches. They access a range of adaptive support strategies and resources as well as teaching adaptations specific to their needs.

Gordano School – Universal Provision



High quality, adaptive teaching

- Gordano Learning is used to purposefully **plan** to meet the needs of all learners.
- Student passports and information are used to **inform** planning and preparation of teaching activities/resources.
- Staff know the students and have strong respectful **relationships**.
- A wide range of **assessment** strategies and tools are used to ensure a thorough understanding of learners, including staff, parent and student **voice** to establish learning strengths, difficulties and suggested strategies.
- Teachers and support staff use **explicit instruction with clear explanations, modelling** before pupils move to independence (WAGOLL)
- **Scaffolds** are used within learning, until students **are able to learn** without them, e.g., sentence starters, writing frames, word banks, key words.
- **Flexible groups and seating** within the class are created in response to AFL so that the teacher can pitch learning for each student.
- **Technology** is used to support where needed, e.g., use of alternative recording devices and in the delivery to model learning (e.g., visualisers)
- Lessons are **well structured** – e.g., by using checklists, now and next tasks, chunking/ blocking of information. Students know what to expect.
- **Discussion** through talk partners used effectively so all pupils are supported.
- **Inclusive AFL** strategies – warm calling, with suitable thinking/ processing time.
- Adults **use and model supportive strategies** for pupils with poor executive function/to reduce the cognitive load.
- **Additional adults** in the classroom have a specific focus and are deliberately used to remove barriers to learning.
- Where appropriate and following screening, students are assessed for **exam access** arrangements from Year 9; these are used in the classroom.
- Parents and carers have opportunities throughout the year to **meet with teachers** during parents/carers evening.
- Staff are **supported** through collaboration, professional development, advice and guidance.

Physical adaptations

- **Uncluttered and well organised** learning environment.
- Classcharts is used for thought-out **seating plans**.
- Staff are aware of **lighting** in the room e.g., use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.
- Use of pale coloured **background** and **accessible font styles** on the whiteboard.
- Coloured **overlays** for some to reduce visual stress.
- **Fidgets, pen grips** are used with identified students.
- Use of **visual timetables/lesson structures**
- Those who wear glasses and/ or hearing aids are **encouraged to wear** them and are seated in the optimum position.
- Where there are **identified medical needs**, staff are trained by the appropriate professional around the specific health need and any medication required.

Pastoral/Student Support

- Clear whole school **behaviour** policy.
- A clear **rewards** system.
- Transparent **communication** with home via classcharts.
- Frequent analysis of **attendance** data and patterns.
- Pastoral and SEN team **join up planning** and provision.
- **Consistent** use of rewards and sanctions, including restorative conversations and scripts, delivered in a timely and appropriate way (e.g., using visuals/ role play if needed)
- Access to identified **quiet places** to support regulation (for specific students).
- **Opportunities** for social and emotional development e.g., check ins. Lunch clubs and inclusive opportunities in 'Gordano Extra'.
- Identified areas at **break and lunch** where students are closely supervised.
- **Futures and careers** guidance and enhanced transition opportunities .

NB – Please read alongside 'Gordano Expectations for SEND' one page for further detail of how Gordano Learning links to SEND best practice.

How will staff support my child's needs?

Inclusive practice is embedded in the whole school 'Gordano Learning' system through the Universal Provision of High-Quality Teaching through adaptive teaching approaches. Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.



Pupils may require targeted interventions in addition to adaptations within the classroom-please refer to the *Intervention leaflet* for further details on what is offered which is available on the school website.

Accessibility of Gordano School

Gordano School is made up of the original building and more modern structures that have been added over the years. The original part of the building originates from the 1950's and the architecture and arrangements of classrooms reflect this. All learning spaces are arranged over 3 stories with access gained via staircases.

There have been adaptations in most other structures of the school to ensure accessibility. This includes accessibility ramps, handrails and door sensors. Recent structures of the school have been designed for inclusive access and incorporate lifts, door sensors, single story buildings, changes to lighting and ramps (see our accessibility policy)

Benches are placed around the school to enable resting places for any pupils or staff with mobility restrictions.

Adaptations have been implemented for pupils with vision impairments in line with recommendations from The Sensory Impairment Service.

Disabled toilets are located around the school site.

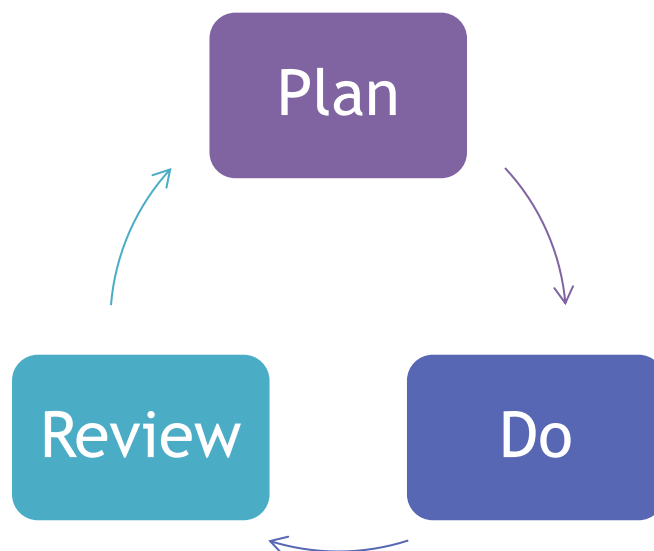
How do we identify students with SEND?

Year 7 Transition:

- We visit primary schools to hold transition meetings for Year 6's planning to transition to Gordano School. Through discussions with primary SENDCos, parents and attendance at annual reviews, we gather information to enable us to gain a full understanding of any SEND needs.
- Through liaison with primary schools, appropriate documents and information are transferred before pupils commence at Gordano.
- On entry to Year 7, all pupils take ability and aptitude tests (MIDYIS), spelling and reading tests (NGRT/ NGST) so that we can establish their baseline. This information is collated and analysed to identify any area of need.
- All teachers and support staff are responsible for identifying pupils with SEN and, in collaboration with the Special Education Coordinator (SENDCo), will ensure that those pupils requiring different or additional support are identified at an early stage. This process is done in collaboration with the parents/carers.
- Pupils and young people with special educational needs often have a unique knowledge of their barriers to learning and what support they require. They will be encouraged to participate in designing their pupil passport and be actively involved with target setting and provision decisions.
- School systems ensure that the progress of pupils is monitored closely and carefully. Where a concern is raised about the 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, pupil voice, progress reports and previous history so that we can implement the **graduated response**. It is a collaborative process

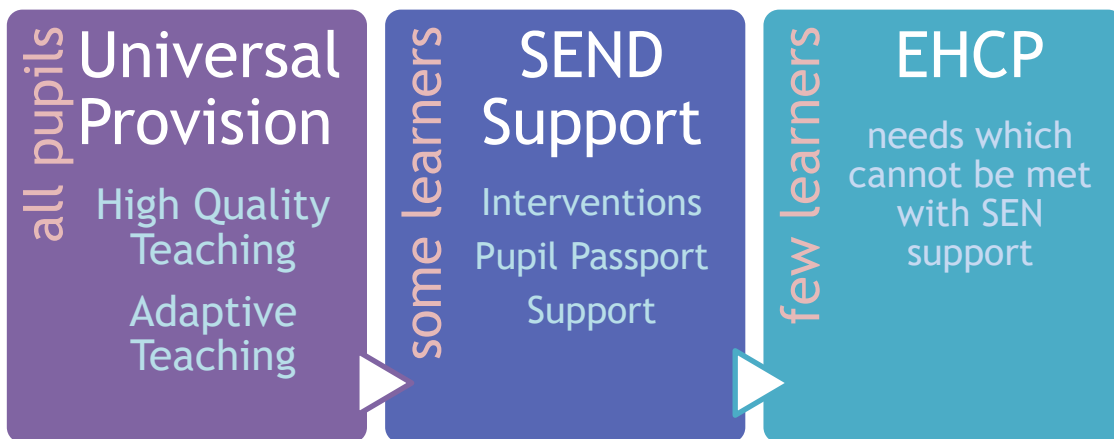
What is the Graduated Response at Gordano?

The 'graduated response' approach is a way of meeting needs through effective implementation of support before moving a child or young person onto higher levels of support by following the assess, plan, do and review cycles



1. **Assessment** of need through Gordano School processes
2. **Planning** appropriate support or intervention to support need and targets set (see *intervention list*)
3. **Do**-Implement the support for a specific amount of time against targets
4. **Review** outcome-no further support required or continue additional support

The pupil and parents will be involved in the Plan, Do, Review process.



More information can be found at: <https://n-somerset.gov.uk/sites/default/files/2023-05/The%20Graduated%20Response.pdf>

Training

All staff at Gordano receive ongoing training to continue the development of skills and knowledge to meet the growing number and more complex needs of SEND pupils attending Gordano School. The training delivered to staff includes specific targeted training on individual pupils' needs as well as a wider genre of general SEND.

The staff within the student support team receive frequent, specific SEND training on a regular basis as many are responsible for a category of SEND.

Outside agencies

In order to provide the highest possible support for our pupils to **Dream Big, Do their Best and to Give Back**', we sometime require the use of external professionals and use the following to provide support, training and guidance:

- Educational Psychologist
- Speech and Language Therapist
- Sensory Impairment Services
- Autism Advisors
- Occupational Therapy
- Brain Injury Trust
- Portishead Youth Club Mentoring
- Education Welfare Officer

In addition, we liaise with a significant range of outside agencies to offer support to pupils and parents/carers, many of which attend our annual SEND parents/carer coffee evening.

Transition

Year 7

- 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.
- We deliver a SEND transition programme where Year 6 pupils identified by their schools as having SEND needs attend an extended programme. This allows us to observe and record any concerns or area of difficulties and plan appropriately.

For in year transfer pupils-the previous school will transfer all documents and SEND information. Gordano School will take appropriate action to implement any support required.

Post 16 transition

For pupils preparing to transition to post 16 education, training or employment we liaise with the Gordano Careers Team and support SEND pupils in choosing the most appropriate route/course. Our trained support staff assist pupils in all aspects of application and research.

Will my child be included in activities outside the classroom?

As part of our inclusive community every effort is made to ensure that all pupils have equal access to activities and school trips. Lunch time and after school clubs are offered to **all** pupils.

Our activities week offers a diverse range of onsite and offsite activities of all levels ensuring that all pupils will be able to access the week. Some SEND pupils may require a risk assessment which may outline any additional support required in order for the pupil to participate safely.

What support will there be for my child's emotional and social development and wellbeing?

Gordano School has a Pastoral Team and a large SEND Team that provide social and emotional support and work on development of specific areas with the young people. This includes check ins, a range of mental health and wellbeing interventions and social and emotional interventions. In addition, we have on site school counsellors available. We are also able to refer to other agencies in liaison with home.

Who do I speak to if I have concerns about my child's educational or SEND difficulties?

In the first instance if a parent has any questions regarding their child's provision or progress, they should speak with their Form Tutor and House Team. These can be contacted through the school mailbox: mailbox@gordanoschool.org.uk

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 graduated response will be implemented.

If the child has already been identified as having special needs or the parent wishes to speak with the SENDCo on this or any SEND related matter a direct appointment can be requested through: SEND@gordanoschool.org.uk

North Somerset Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North Somerset that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social

care, as well as those provided by the private, voluntary and community sectors. This can be accessed at:

<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

[SEND Hub \(Local Offer\) | North Somerset Council \(n-somerset.gov.uk\)](#)

What do I do if I need to complain?

On the rare occasions when parents or carers may need to raise a concern, we will aim to quickly resolve any issues or complaints. To encourage resolution of such situations, we have a clear complaints policy and procedure. Full details are on our website.

Key Contacts

Julie Caswell-Lead SENDCo and Head of Student Support

Alice Hall-Trainee SENDCo

Helen Cook-Assistant SENDCo

Sarah Packer- Vice Chair of Governors & Designated Governor for Disadvantaged Students

Designated Governor for SEND – new governor to be appointed

Debbie Coker- Director of Education SEND and Inclusion, Lighthouse Schools Partnership

Julie Caswell
Lead SENDCo and Head of Student Support

