

Gordano School SEND policy

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY	Statutory
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Updated August 2024



LIGHTHOUSE
SCHOOLS PARTNERSHIP

1. INTRODUCTION

Gordano School is committed to providing an inclusive community which provides effective learning opportunities for all students. The fundamental aspiration of the school is; "To provide a rich and rewarding learning journey, empowering all students to be positively engaged and contribute to their communities". We drive this through our core values of: "**Dream Big**", "**Do your Best**" and "**Give Back**".

To ensure that all pupils have equal access to an ambitious and appropriate curriculum and that every pupil achieves their full potential, we are committed to identifying and supporting individual areas of need to ensure that every pupil achieves their best.

Gordano school promotes a whole school approach to supporting pupils with SEND and that 'every teacher is a teacher of SEND'.

The Gordano School SEND Policy:

- 1.1 Sets out how Gordano School will support and make provision for pupils with identified Special Educational Needs & Disabilities (SEND), using a graduated response.
- 1.2 Explains the roles and responsibilities of everyone involved in supporting pupils with SEND.
- 1.3 To continuously develop and improve an inclusive environment that supports the special educational needs of any pupil to enable them to achieve their potential and engage in activities alongside pupils who do not have SEND.
- 1.4 For staff to have regard to the Code of Practice (DfE, 2015) on the identification and assessment of special educational needs and/or disabilities.
- 1.5 To identify and support pupils with special educational needs using a range of adaptive teaching and learning strategies, monitoring and assessment to support their progress.
- 1.6 To monitor and respond to parent/carers and pupil's views in order to evidence high levels of communication, confidence and trust.
- 1.7 To ensure a high level of staff expertise to meet pupil needs, through appropriate continuing professional development.
- 1.8 To ensure support for pupils with medical conditions to ensure inclusion in all activities through consultation with health and social care professionals.
- 1.9 To identify the roles and responsibilities of all staff in providing for SEND pupils.
- 1.10 To enable all pupils (through reasonable, inclusive adjustments) to have full access to all elements of the school curriculum.
- 1.11 To work in cooperation with the Local Education Authorities and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all pupils with SEND.

2. LEGISLATION AND GUIDANCE

- 2.2 This policy should be read in conjunction with other school policies, particularly: Accessibility Policy, Attendance Policy, Behaviour policy, Equality Policy, Safeguarding and Child Protection Policy and the Teaching and Learning Policy (Gordano Learning)
- 2.3 This policy should also be considered along with Gordano School SEND Information Report

2.4 This policy and information report is based on the following legislation:

Special Educational Needs and Disability (SEND) Code of Practice (2014)/revised January 2015

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENCO/ SENDCOs) and the SEND information report.

The Equality Act 2010

3. DEFINITIONS

3.1 A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision. *Ref: SEND Code of Practice 0-25 Revised version DFE, 2015.*

3.2 A pupil has SEND if they have a significantly greater difficulty in learning than most pupils of the same age. (nb. Pupils with English as an additional language require particular care when seeking to identify a SEND need. Difficulties relating solely to limitations in a pupil's command of English should not be identified as SEND). Students must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught

3.3 A pupil has SEND if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

3.4 A pupil has SEND if they need educational provision or training provision that is additional to, or different from, that made generally for other pupils of the same age.

3.5 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age at Gordano.

3.6 Pupils with a disability do not necessarily have Special Educational Needs.

3.7 Pupils with medical needs do not necessarily have Special Educational Needs. Their needs will be assessed on an individual basis, in line with the SEND Code of Practice Revised version DFE, 2015

4. ROLES AND RESPONSIBILITIES

4.1 The SENDCo

The SENDCo's at Gordano School are:

Lead SENDCo: Julie Caswell JCaswell@gordanoschool.org.uk

Deputy SENDCo: Stacey Smith Ssmith@gordanoschool.org.uk

Trainee SENDCO: Alice Hall AHall@gordanoschool.org.uk

J Caswell, S Smith and A Hall have qualified teaching status.

J Caswell and S Smith have both completed their SEN National Award. J Caswell is a member of the extended Leadership team of the school. The SENDCo's:

4.1.1 Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision within the school.

- 4.1.2 Have day to day responsibility for the operation of the SEND policy and the co-ordination of the specific SEND provision made to support students with identified SEND, in particular those students with an Education, Health and Care Plan.
- 4.1.3 Provide professional guidance to colleagues and work with staff, parents and other agencies. This will ensure that students with identified SEND receive appropriate SEND support and high-quality teaching with access to a broad and balanced curriculum.
- 4.1.4 Advise on the graduated response to providing SEND support and recommend how this should be reflected in whole school approaches to working with students with identified SEND.
- 4.1.5 Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- 4.1.6 Be the point of contact for external agencies, especially the local authority and its support services.
- 4.1.7 Liaise with associated education providers (primary schools and colleges, for example) to ensure students and their parents are informed about options and a smooth transition is planned.
- 4.1.8 Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements.
- 4.1.9 Ensure the school keeps records of students with identified SEND Support in place, up to date and effectively communicated.

4.2 **The SEND Governor**

The SEND Governor will:

- 4.2.1 Monitor the effectiveness of SEND provision within the school and regularly update the governing body on key SEND headlines and statistics in the school cohort, including tracking data and updates on resources needed and support required to meet the needs of students with SEND at Gordano School.
- 4.2.2 Will help to raise awareness of SEND issues at Local Governing Body meetings.
- 4.2.3 The SEND Governor will meet with the SENCO/ SENDCO 3x per year.
- 4.2.4 The SEND Governor will ensure that the quality and effectiveness of SEND provision within the school is monitored and will update the Local Governing Body accordingly
- 4.2.5 Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
- 4.2.6 Raise awareness of current SEND issues at governors' meetings and regularly report to the governing body about arising matters of success and concern.

4.3 **The Headteacher**

The Headteacher will:

- 4.3.1 Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- 4.3.2 Have overall responsibility for the provision and progress of students with an

identified SEND and/or disability.

- 4.3.3 Will carefully consider reasonable adjustments to make when applying school policies such as the behaviour policy to a pupil with recognised SEND.

4.3 The Senior Leadership Team will:

- 4.4.1 Work with the headteacher and SENDCo to quality assure provision across the school in faculties and pastoral teams.
- 4.4.2 Work with the headteacher and SENDCo to provide appropriate training and support to enable staff to meet their responsibilities to students with identified SEND.

4.4 Heads of Faculty and Heads of House will:

- 4.5.1 Work with SLT and the SENDCo to ensure there are appropriate pathways of support in place for students with identified SEND needs, within the curriculum and the pastoral support school systems.
- 4.5.2 Have responsibility for the progress students with identified SEND needs are making within curriculum and pastoral systems in the school. Where students with identified SEND are not making progress, support will be planned in liaison with the SENDCo using an 'assess, plan, do, review' approach to ensure that there is a graduated response to individual needs. These will be jointly tracked and monitored.
- 4.5.3 Work with their teaching and pastoral teams to ensure there are appropriate referral pathways in place for students experiencing difficulties, and who may require additional support from the SEND team – after faculty/pastoral interventions have not supported the student to make expected progress.

4.6 The Class Teachers, Tutors and Support Staff

Every teacher/tutor is a teacher/tutor of SEND and is responsible for:

- 4.6.1 The progress and development of every pupil in their class/tutor group, including those with identified SEND.
- 4.6.2 Teachers are responsible for quality first teaching and Gordano's Universal provision of adaptive teaching methods which underpins the graduated approach.
- 4.6.3 Working collaboratively with any specialist staff to plan and assess the impact of support.
- 4.6.4 Working with the SENDCo to review the progress of pupils with identified SEND and decide on any changes to provision.
- 4.6.5 Ensuring they follow the SEND policy, and other key guidance from the SEND Team including Education Health and Care Plans and Student Support Plans for students with significant and persistent disabilities.
- 4.6.6 Ensuring they use information provided to make reasonable adjustments and plan appropriate support for students.
- 4.6.7 Teachers are aware of pupils SEND needs and strategies to support.

5. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION

- 5.1 Students with identified Special Educational Needs and Disabilities have significant difficulties in accessing the environment at school and need additional support. Gordano School recognises Special Educational Needs and Disabilities, as defined by the SEND

Code of Practice:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

- **Cognition and Learning:** Students with cognitive and learning difficulties may struggle with a particular aspect of their learning. This includes those with profiles that suggest Dyslexia, Dyscalculia, Dysgraphia, processing and working memory problems, and those with 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).
- **Communication and Interaction:** Speech, language and communication difficulties, which includes Autism and a range of expressive and receptive language difficulties such as developmental language delay (DLD).
- **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. They may present with medical needs, mental health needs and/or significant levels of anxiety, which affect their daily lives in a significant and persistent way.
- **Physical, Sensory and Medical:** This means that students have a recognised diagnosis, issued by an appropriately qualified medical consultant/specialist that impacts on their ability to access the curriculum, such as epilepsy, vision and hearing impairments, cerebral palsy and hypermobility syndrome, dyspraxia another difficulties with motor skills. They may have complex physical, medical and sensory impairments, supported through appropriate medically qualified health professionals.

5.2 IDENTIFYING STUDENTS WITH SEND, ASSESSING SEND NEEDS

5.2.1 Pupils with SEND will be identified through:

- The year 6 SEND transition programme
- Year 6 transition data and information from primary schools or transferring schools, if it is an in-year admission
- Parental information regarding diagnosis/assessments from external statutory agencies such as CAMHS, Community Pediatrician, Occupational Therapy, Physical Therapist, Speech and Language Therapist, NHS agencies, Social Care agencies. Teacher, tutor or Head of House referral (read below for further guidance)
- Please note: We are unable accept a private Educational Psychology report as a diagnosis of a learning difference, in line with the JCQ guidelines. We will inform staff of the identified areas of difficulties

and reasonable strategies for in class adjustments

- School baseline data including MIDYIS, NGRT and NGRS and record of support over time

5.2.2 At Gordano School, all teachers and tutors are responsible for SEND provision. Therefore, the teaching team, pastoral team and SEND team work together to identify need, assess progress and provide the most appropriate support, interventions or make reasonable adjustments.

5.2.3 It is not assumed that a pupil has special educational needs just because they have fallen behind with their learning. For any student who does fall behind, the appropriate provision and interventions are put in place to reduce gaps in learning. Whole school interventions and support for all students, including those with identified SEND, may include:

- Faculty-based intervention
- Pastoral intervention

5.2.4

Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly lower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- is raised as a concern by a parent/carer;
- is a concern raised by a pupil.

This may include progress in areas other than attainment, for example, social needs.

Leaders do not automatically record the progress of a pupil or low attainment as a SEND need.

When deciding whether special educational provision is required, schools will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. Schools will use this information to determine the level of support needed.

5.2.5 Pastoral teams regularly assess and monitor pupils' social skills development and pastoral engagement. Tutors will make regular assessments of student engagement and progress based upon the school pastoral system (merits, sanctions, extra-curricular etc.) and communication with parents/carers. Tutors and Heads of House may wish to refer to the SEND team if a pupil:

- Presents with significant and persistent social, emotional and mental health concerns which are regularly impacting the pupil.
- Has an identified medical condition which significantly and persistently impacts the pupil.
- Has a communication and interaction need which significantly and persistently impacts the pupil.

5.2.6 When a referral is made to the SEND team, we approach the referral on a needs-led basis. The approach involves approaches detailed in sections 5.4 and 5.5 below.

5.3 CONSULTING AND INVOLVING STUDENTS AND PARENTS

5.3.1 Gordano School values the importance of working with parents/carers in providing students with an appropriate and aspirational education. We also believe in the importance of collaborative working with other faculties such as the pastoral teams to have a holistic plan of support for pupils with identified Special Educational Needs

and Disabilities:

- The SEND Code of Practice emphasises the importance of positive, supportive relationships with all parents/carers.
 - All professionals will make every effort to ensure effective communication with parents/carers.
 - All staff help parents/carers understand how to contribute effectively to student progress and will make every effort to ensure that parents & carers understand their rights and responsibilities. The SEND team will guide specifically on rights and responsibilities within the SEND Code of Practice.
- 5.3.2 When the SEND team receives information about a pupil's SEND needs, or a referral to investigate whether there is a SEND need, we begin a process which involves parents/carers as soon as possible. This communication may be via the Local Authority, for pupils with an EHCP, through primary schools for pupils in Year 6, through academic or pastoral staff at Gordano School.
- 5.3.3 We have an early discussion with the pupil and their parents/carers when identifying whether they require need special educational provision. These conversations will ensure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - The parents/carers concerns are considered
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are and that they are recorded
 - Schools formally notify parents/carers that a pupil requires SEND support

5.4 ASSESSING AND REVIEWING STUDENT PROGRESS

- 5.4.1 We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This starts with a referral of concern to the inclusion team.
- 5.4.2 In order to identify the area of needs and establish the most appropriate support, the Inclusion team, which includes SEND representatives will carry out a clear analysis of the student's needs. This will draw on some or all of the following:
- Any specialist reports and previous IEPs, support plans, passports or information from previous schools.
 - Staff assessment/teacher feedback and observations of the student.
 - Progress, attainment and behaviour (where appropriate).
 - Teachers' assessments, where relevant.
 - Baseline data
 - Tutor and Head of House comments and pastoral records.
 - The pupil's development in comparison to their peers and national data
 - The views and experience of parents/carers.
 - The pupils' own views.
 - Advice/reports from external support services, if relevant.
- 5.4.3 Where SEND needs are identified, the specialist SEND team will develop a clear picture of need and recommendations for strategies to support the students. This information is then disseminated to teaching and pastoral staff through pupil passports, pupil focus and STAC meetings. Staff then implement reasonable

adjustments and strategies.

- 5.4.4 Where SEND needs are not identified, the referral will be returned to the referrer with suggested next steps from the SEND team.
- 5.4.5 For pupils requiring a short term 'catch-up' intervention, the parents/carers will be contacted to discuss the type of intervention and duration.
- 5.4.6 Where a more significant and persistent need is identified, the SEND team will work closely with all parties to establish the most appropriate form of support. In some cases, this may mean discussing a modified/bespoke curriculum, or longer-term support or interventions. Pupils who need this additional level of support are monitored through a Student Support Plan and their passport. All teachers and support staff who work with the pupil will be made aware of SEND needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.
- 5.4.7 Gordano School regularly reviews the effectiveness of support and intervention and the progress of pupils

5.5 SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

- 5.5.1 At Gordano School, we have a clear structure for transition between Key Stages 2-3, 3-4, and between Key Stage 4 and Sixth Form or College. This is a universal offer and one which provides students with an outstanding level of care and support.
- 5.5.2 An enhanced transition program is offered to year 6 pupils with identified SEND through Student Support. This consists of SENDCo visits to feeder primary schools to discuss and identify pupils followed by an observation session based at the primary school. This is then followed by a range of taster sessions based at Gordano school aimed at supporting pupils and preparing them for the transition as well as building relationships and a greater understanding of each pupil's SEND needs.
- 5.5.3 We carefully manage information between the pastoral and academic teams, as well as with partner schools and colleges. We provide individualised support for students moving away from Gordano and on to their next steps, including supported visits.

5.6 OUR APPROACH TO TEACHING STUDENTS WITH IDENTIFIED SEND

- 5.6.1 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. Our belief is that every single pupil is gifted and unique. Our aim is to support and nurture pupils to enable them to realise their full potential that leads to personal success. Our underpinning aims, as a school dedicated to best practice in inclusive learning are:
 - To provide an inclusive, broad, balanced and aspirational curriculum for every individual pupil that promotes an enthusiasm for lifelong learning
 - To promote the highest standards of personal achievement and learning within a structured self-disciplined environment
 - To foster a sense of belonging in an inclusive, nurturing and supportive school community
 - To provide inclusive, adaptive, Quality First teaching for all pupils

5.6.2

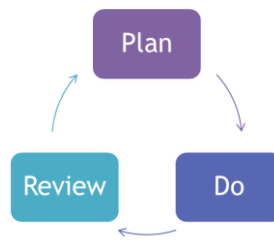
Pupils identified as SEND may require provision that is additional or different to that Universally available (Universal Provision). These pupils may have their needs met through the SEND register.

Some pupils may have an identified SEND need but are making progress within Universal Provision. These pupils therefore do not need provision that is additional or different to the Universal Provision and so do not need to sit on the SEND register. These pupils sit on a Monitoring list which is reviewed regularly.

5.6.3 Where appropriate, we will provide SEND support/interventions throughout Key Stage 3 to Key Stage 5. This is coordinated by the SENDCo's and guided by the SEND Code of Practice (2014). These are delivered by the SEND Specialist teachers and the Student Support Workers who work under the four areas of SEND need:

- **Cognition & Learning**
- **Communication & Interaction**
- **Social, Emotional and Mental Health**
- **Physical, Sensory, Medical Disabilities**

5.6.4 Using the graduated response to need model, we implement the most appropriate actions to support pupils including referring to a range of services. This will be done in consultation with parents/carers.



To ensure that schools are effectively managing a graduated response, a system is in place as illustrated by the diagram below.

Pre-SEND Support	
Universal Provision 	This is the provision on offer to all pupils. This includes high quality, adaptive teaching and reasonable adjustments. If a pupil is not making adequate progress under this then additional targeted support would be planned. (see below)
Additional Targeted Support 	Pupils making slower than expected progress receive a form of targeted support. This may be pre-teaching or post-teaching or could be additional targeted intervention for a specified time. These pupils will be monitored closely. If a pupil is not making adequate progress under this then a discussion would take place between the school and family regarding the need to access provision from the SEND register

SEND Register Provision	Key Features	Shared Features
Pupils receiving SEND support without an EHCP	<ul style="list-style-type: none"> Recorded as K on the SEND register Some pupils may have been supported by specialist agencies. Some pupils may be in receipt of some historic high needs funding from North Somerset 	Pupils will receive specific support/intervention to support their learning and accelerate their progress.
Pupils receiving SEND support through an Education Health care Plan (EHCP)	<ul style="list-style-type: none"> Recorded as E on SEND register Involvement of specialist agencies Annual review of progress held May be awarded high needs funding linked to provisions on the EHCP through North Somerset 	

5.7 ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

5.7.1 At Gordano School, we make every effort to ensure we can make reasonable adjustments to meet the needs of all of our students. Gordano School's Accessibility Policy and Equality Disability policy provides in-depth detail about how we support students in accessing the curriculum and the learning environment. These policies are monitored by the Deputy Headteachers for Learning and Standards and for Pastoral Care. Please see section 4 for more information about these roles and responsibilities.

5.7.2 We make the following adaptations to ensure all pupils' needs are met:

- Adapting and scaffolding our curriculum to ensure it is inclusive.
- Adapting and reviewing our resources and staff training to support the changing needs of pupils.
- Using recommended aids once a need has been established by our team, such as laptops, coloured overlays, visual timetables, larger font, etc.

- By adapting the curriculum offer to ensure all pupils can access it, by grouping, pre-teaching, post-teaching, adjusting teaching, and determining the content of the lesson.
- By adapting resources and staffing
- By using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- By using Adaptive teaching strategies such as scaffolding techniques.
- Ensuring to review/address any accessibility issues
- Modifying of the environment to meet the physical, sensory, or medical needs of a pupil

Additional support for learning:

- Gordano School delivers agreed Trust intervention programmes across the four areas of need.
- Additional adult support may be available to support pupils with SEND when the class teacher and SENDCo have agreed this is the most appropriate form of provision.
- Additional adults may help pupils in small groups when the class teacher and SENCO/ SENDCO have agreed this is the most appropriate form of provision.

6. EXPERTISE AND TRAINING OF STAFF

6.1 The Lead SENDCo and Head of Student Support has over 20 years' experience within specialist SEND schools and holds the NASENCo qualification.

The trainee SENDCo is currently undertaking the NASENCo qualification.

6.2 Our Student Support team are guided by the principle of the SEND Code of Practice.

6.3 Training requirements are continually reviewed in response to pupils needs.

6.4 Whole school training is developed based upon the needs of the cohort, guided by the SENDCo's. The school training programme is agreed and strategically planned by SLT.

7. SECURING EQUIPMENT AND FACILITIES

7.1 Gordano works closely with LEA's to secure equipment or resources outlined on a pupils EHCP. These are planned and reviewed through Annual Reviews and ongoing liaison with agencies, students, parents and school staff.

7.2 The SENDCo's recommend and provide guidance on appropriate equipment required for students with identified SEND and, where appropriate, will put reasonable adjustments in place to support students.

7.3 Individual teachers and support staff are supported by attending training led by Local Authority professionals, e.g., ASD, visual impairments, dyslexia, and attachment as it becomes available.

Gordano School holds a record of training attended.

7.4 Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, the school will liaise with the appropriate outside agencies, the Trust Central Procurement Team, and the Local Authority as appropriate

8. EVALUATING THE EFFECTIVENESS OF SEND PROVISION

8.1 We work hard to ensure that students with identified SEND needs are clear in understanding how much progress they are making in intervention. This is done through ongoing monitoring, tracking and reporting of the effectiveness of provision. Our approach represents best practice as guided by the SEND Code of Practice and is delivered in line with Gordano School's Policies.

8.2 We evaluate the effectiveness of provision for students with SEND by:

- SEND Evaluation report
- Analysing whole school data to understand the progress students in intervention are making.
- Reviewing students' individual progress towards their outcomes regularly.
- Reviewing the impact of interventions after an agreed number of weeks.
- Using student voice, teacher/tutor feedback and parental feedback (qualitative feedback).
- Monitoring by the SENDCO's.
- Annual reviews for students with EHC plans.
- By undertaking lesson visits.
- By undertaking work sampling.
- By conducting data analysis.
- By planning time to undertake monitoring.
- By ensuring use of provision maps, pupil passports, individual education plans to measure progress towards goals.

9. ENABLING STUDENTS WITH IDENTIFIED SEND, TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL, WHO DO NOT HAVE SEND

9.1 Gordano School is committed to providing an inclusive, aspirational, broad and balanced experience for all students so that pupils with SEND have the same opportunities as other pupils. Please read our Equality Policy for further guidance on our commitment to inclusion and diversity in all areas of school life:

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- We endeavor to ensure that students are not excluded from taking part in these activities because of an identified SEND or disability.
- Support will be available for students whose needs are considered to be a potential barrier for their inclusion.
- Additional guidance on how we support students with disabilities is detailed within our Disability Equality Policy and our Accessibility Policy, found on the school website: <http://www.gordanoschool.org.uk/policies/>
- All pupils are encouraged to go on residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- Pupils are not excluded from activities because of SEND. Some activities may need adaptations. If
- there are concerns about the participation of a pupil with SEND, schools will complete a risk
- assessment (involving parents/carers) to identify risks and plan reasonable adjustments to meet
- needs and protect the pupil's safety and the safety of others (if appropriate)

10. SUPPORT FOR IMPROVING SEMH DEVELOPMENT

- 10.1 We provide quality training to staff in order to support an inclusive and nurture-based environment which supports pupils' emotional and social development and promotes student-centred approaches for all students.
- 10.2 Gordano School is committed to supporting positive outcomes for students with a range of social, emotional and mental health needs. This is achieved through on-site counselling, referrals to relevant agencies, staff training, pastoral and SEND support and interventions, school nurse and the safeguarding team.
- 10.3 Gordano School provides support to pupils to improve their emotional wellbeing and social development through the PSHE/ RSE curriculum.
- 10.4 Gordano School ensures that all pupils know how to access support if / when they have a need. This will be outlined in the school's Safeguarding Policy and Anti- bullying Policy.

11. WORKING WITH OTHER AGENCIES

- 11.1 Gordano School works closely and collaboratively with a range of statutory and charity/voluntary agencies, service providers, schools, local authorities (health and social care partners).
- 11.2 Our approach to multi-agency partnerships is within a student-centred context with a focus upon effective outcomes, support and provision for the young person and their family. We use the graduated response to needs at all times, and liaise with partner agencies in order to escalate concerns to a higher level if required.

12. COMPLAINTS AND CONCERNS ABOUT SEND PROVISION

We work very closely with parents and carers at all times, and should there be concerns about SEND support and provision please contact the SENDCo in the first instance, to discuss your views. Should there be a significant concern about the way in which the SENDCo has managed your concern, please contact the Headteacher, via the PA to the Headteacher.

13. CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF STUDENTS WITH SEND

- 13.1 'SEND and You' (formerly 'Supportive Parents') in North Somerset offer a range of support for parents of young people with an identified SEND:

<http://www.supportiveparents.org.uk/services-in-n-somerset/>

<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=AmS-kMwOA6k#localoffer>

13.2 THE LOCAL AUTHORITY LOCAL OFFER

North Somerset Local Offer:

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

Our contribution to the local offer is published on the school website as SEND Information 2024-25

A clear guide on some terminology of the SEND Code of Practice is here:

<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>

14. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENDCo and Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

Date Policy adopted: 09.09.24
J Caswell

Neil Wiley

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Chair of Governors

A. Bude

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Headteacher