

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

Dear Students, Parents and Carers,

We are delighted to be working with you at Gordano School and we would like to take this opportunity to introduce students, 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.

First and foremost, we pride ourselves on providing high-quality, adaptive teaching & high-quality pastoral care, through 'Gordano Learning' and the School's 'Universal Provision'. The term 'Universal Provision' is based on inclusive approaches to teaching and learning which benefit ALL children but are essential for those with SEND. It means that the lessons that students experience daily, incorporate reasonable adjustments for individual needs, so that *all* students can access appropriate learning and enrichment experiences. Further details and examples can be found Gordano's 'Universal Provision' document on page 4. It is also vital that tutors and House Teams provide high-quality pastoral support for all students, including those with SEND needs. All teams work together to support the overall progress of students.

The SEND team at Gordano School identifies and analyses an individual's SEND needs, in liaison with families and other professionals (where appropriate). We collate information and disseminate this to staff, including recommendations for individualised adaptive teaching strategies, so that *all* students can reach the best possible outcomes within the classroom. The SEND team also directly supports students with significant and persistent SEND needs, through additional intervention, as appropriate. This is planned and reviewed regularly by the team, which is comprised of specialist student support workers and teachers.

The aim of this booklet is to inform you about the different services, systems and provision we have to support students and to ensure you know our key staff. Please read in conjunction with the LSP SEND Policy, which is located on the School Website - [Gordano School - Policies & Statutory Documents](#)

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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

'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 'Gordano Learning'.
- **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, if 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 difficulties.

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 suitably ambitious learning challenges, with access to a broad and balanced curriculum
- Be supported by all staff, who will adapt to students' diverse needs and help them overcome potential barriers to learning and behaviour
- Be encouraged at every opportunity to achieve success independently, through carefully considered support.
- Be given help and guidance to prepare for adulthood.

Much of this occurs through Universal Provision, as detailed overleaf:

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

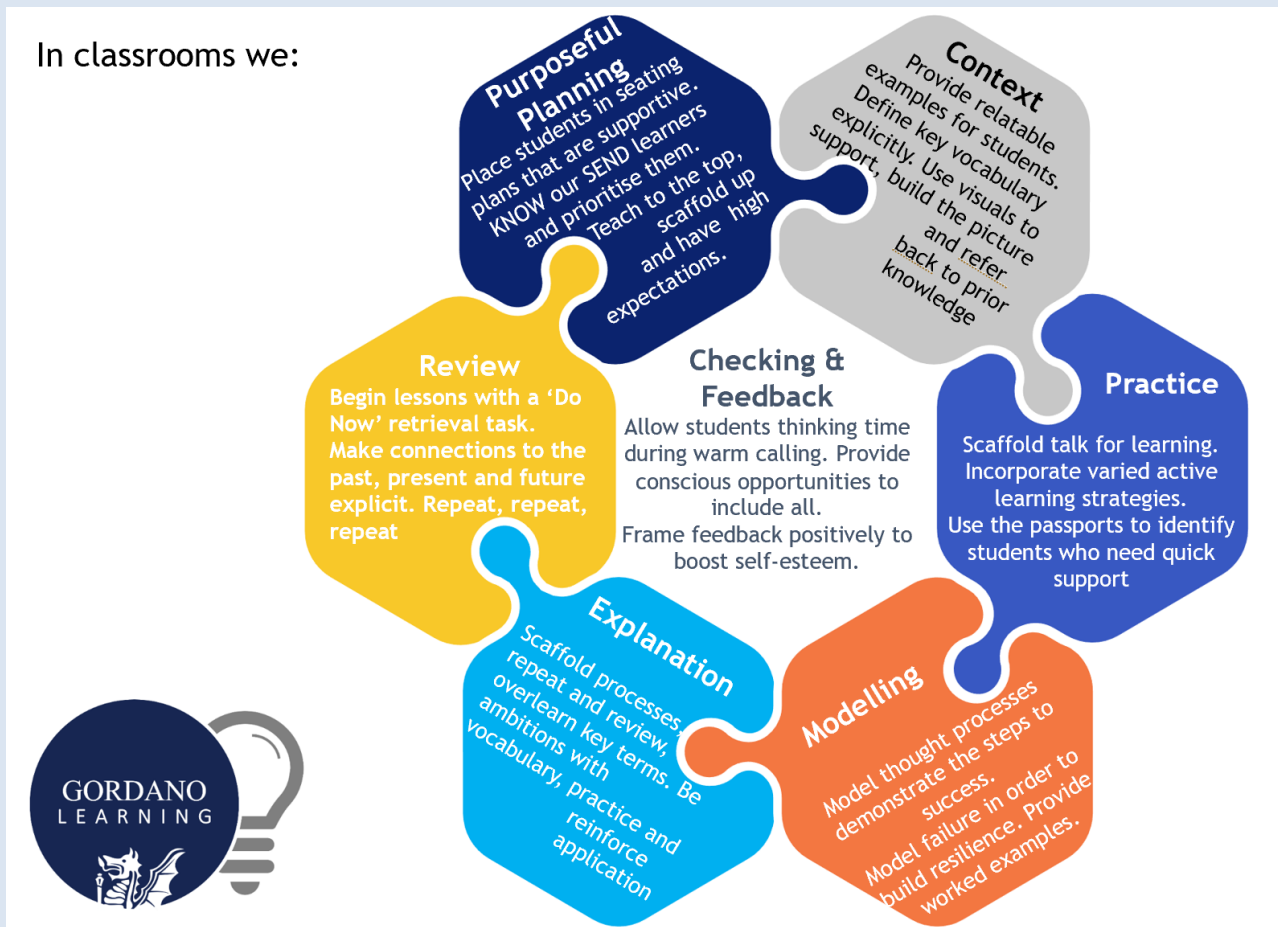
- Clear whole school **behaviour** policy.
- A clear **rewards** system.
- Transparent **communication** with home via classcharts.
- Frequent analysis of **attendance** data and patterns.
- Pastoral and SEN team **join up planning** and provision.
- **Consistent** use of rewards and sanctions, including restorative conversations and scripts, delivered in a timely an 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.

NB: For a larger version of this document, please click on the link [Gordano School - SEND](#)

Teaching and Learning:

Inclusive practice is embedded in the whole school 'Gordano Learning' system:



These principles incorporate four of the EEF (Education Endowment Foundation) 'Five-a-day' principles for High-quality teaching for SEND:

Explicit instruction, Cognitive and metacognitive strategies, Scaffolding, Flexible grouping

The fifth, 'Using technology' is under frequent review and we endeavour to provide appropriate technologies in a fair and equitable way, within the constraints of whole school resources. We have a range of assistive technologies that we can suggest and a small number that we are able to provide.

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 adaptive 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 which 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 such as ADHD, attachment difficulties and Tourette's Syndrome and those who have experienced trauma.
- (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, dyspraxia and other 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 team at Gordano about children who have significant and persistent SEND needs. These children will have been on the SEND Support register, they may 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 ability and aptitude tests (MIDYIS), spelling and reading tests (NGRT/ NGST) 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, with EHCPs), 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 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, student voice, progress reports and previous history so that we can 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'** (see above). 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)
- Sometimes this may require us to refer to external professionals, such as Community Paediatrics or other services. We are happy to support this by collating information from class teachers and completing relevant paperwork. We will require input from families in order to gather the 'full' picture and appreciate your patience while we collate the school information.

Just received a diagnosis?

- When we receive a diagnosis we will work with the student and family to decide the best next steps. The Pupil Passport will be updated (or created) to reflect any change in information.
- The student will be flagged to staff and be put on the **'Monitoring List (M)'**, unless they require adaptations/ interventions that are different and additional to their peers (please see page 8)
- We may (with the student's agreement) check in with them for a short period of time to monitor any changes.
- If there is medication involved, we ask families to keep us updated so that we can add this to the medical information.

NB: If you have concerns about your child and have had the opportunity to seek a private report, we welcome the guidance that this can provide. However, a private report from an external professional (e.g., an Educational Psychologist or Dyslexia Assessor) 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 surmounts 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 adaptive 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.

For further information about exam access arrangements please see the Parent Information Booklet and Policies [Gordano School - SEND](#)

How do staff know about students with SEND?

Once a student has been identified, the SEND and Pastoral Teams work with the students, families and other professional (if involved) to create a 'Pupil Passport'. This has the following sections:

Student voice

I would like you to know that:

What does not work well:

I will help myself by:

Student voice and adult input

My strengths:

My challenges/ barriers to learning:

Student voice and adult input

Strategies to support my academic progress:

Strategies to support my well-being:

This is shared with all staff via Class Charts, and any updates are flagged in the weekly staff bulletin.

Staff are also able to see any other interventions and arrangements for the child through Class Charts.

The Graduated Approach at Gordano

All learners



Universal Provision
(teaching & tutoring)

Those with a known SEND have a Pupil Passport

The graduated response starts with **high quality adaptive teaching** for ALL children and young people. This is known as '**Universal Provision**' and teachers are responsible for making appropriate adjustments for students with identified SEND. If a student has an identified area of need, information is shared with staff about learners through a 'Pupil Passport'. These students will be flagged as '**Monitoring**' or '**Assessing need**' on our internal systems. Where there are concerns about progress, a referral is made to the school's Inclusion Team via their House Team.

Some learners



SEND Short term Support

Pastoral Support

Additional academic support

Universal Provision
(teaching & tutoring)

Pupil Passport

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).
- An additional, **short-term intervention** in their specific area of identified need, such as Maths, English, social skills, self-esteem. These interventions will be individually **reviewed** for each student.

At this point, the student will be added to the **SEND register (K)** while they are having the additional intervention. If a SEND has not been identified - we may wish to investigate further, in liaison with families, students and external professional services if required.

A few learners



EHCP

SEND Support Plan

Bespoke curriculums

Pastoral Support

Additional Academic Support

Universal Provision
(teaching & tutoring)

Pupil Passport

A few children and young people may continue to need **additional and different support**, which is increasingly personalised and individualised. In this case, in liaison with all stakeholders, their curriculum may be modified, they will have a bespoke **Student Support Plan (SSP)** to monitor their progress. The students will continue to be on the **SEND register (K)** as their additional support needs to continue.

In the minority of cases, some children and young people have very complex needs and may require an **Education, Health and Care Plan (EHCP)**** These young people will require ongoing universal support, pastoral support and SEND support to support them into adulthood.

**Funding is not linked to an EHCP, we may wish to apply for funding. ECHP's are issued and monitored by Local Authorities.

The SEND Register:

Gordano and LSP Schools follow the following principles;

The SEND register is a register of provision, not of diagnosis. Most students with SEND will make good progress in their learning through 'Universal Provision' and adaptive teaching from their subject specialist teachers. 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.

EHCP - E

Students with EHCPs will also have a Pupil Passport and will continue to have the support as stipulated in their EHCP.

SEND Register (K - Known)

Students who require intervention to support their progress which is **additional and different to** their peers will be added to the **SEND register (K)**. There will be some who will require this for a short time and so may move off the SEND register, and onto the monitoring list. The impact of these interventions are reviewed once completed and Pupil Passports will be updated as required.

SEND Monitoring List (M)

Students who have a known SEND, and who are making progress through our 'Universal Provision' will be added to our internal '**SEND Monitoring List (M)**'. This includes students who are no longer having any additional intervention. At Gordano, this means that they will have a Pupil Passport so that staff are aware of their strengths, difficulties and strategies to support them in the classroom, however this will only be updated as and when something changes.

Gordano - Assessing Need (AN)

At Gordano we may also alert staff when there has been a query around a student's needs, where we are still investigating their potential barriers to learning and how to best support them. These students are '**Assessing Need (AN)**'. They may have a Pupil Passport to alert teachers to what we know so far and ideas of how to support.

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 Faculty is known as the Student Support Team at Gordano School

Leading, Teaching and supporting the SEND Team

- SENDCo and Head of Student Support
- Deputy SENDCo (Part Time - KS3 and SEMH focus)
- Assistant SENDCo
- SEND Admin (Part time)
- Lead Teacher of Key Stage 3 SEND
- Lead Teacher of Key Stage 4 SEND & Specialist Assessor for Exam Access Arrangements.

Student Support Team, Interventions and in class support:

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
- Sixth Form
- In class support

Where can you find us?

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

- A welcome 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),
- Two lower sensory rooms 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 changing needs, meaning our offer of support is regularly updated and reviewed.

Key Stage 2 - Key Stage 3 Transition

SEND Enhanced Transition: Our SENDCOs 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:** Lexia, Phonics, Reading fluency, Mathematics, Numeracy, Comprehension, Mind-mapping, Forest School, Self-Esteem and Me, Social Skills, Lego Therapy.
- **Bespoke 1:1 Support, such as, but not limited to:** Phonics (Unlocking Letters and Sounds), 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.

The School also offers a BTEC in Public (Uniformed) 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

In-class additional adult support - Funded

In-class support from additional adults will only be in place for children who hold an EHCP, or who have Top Up Funding due to their highly complex needs. This will be based upon the funding in place to support additional hours. This support is for a significant minority of students. The additional adult will seek every opportunity to allow for independence by circulating around the classroom, but frequently checking in with targeted students.

We have a very small number of students in KS4 who are supported by 'The Learning Hub'. This is a bespoke provision for students who require a reduced curriculum to facilitate academic catch up and/or a bespoke qualification offer. Students attend the Learning Hub as part of their mainstream timetable. Numbers are limited, therefore it is restricted to students who have highly complex learning, SEMH or medical needs, and requires medical evidence or an EHCP where the provision is specified.

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 difficulties. 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.

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 the first line of pastoral support for their emotional and social needs, with the support from the Pastoral House Teams as and when required.

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, using SEND friendly techniques such as Comic Strip Conversations or Social Stories.

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 Pupil Passports and (if applicable) 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.

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 prolonged 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 intervention reviews or in line with statutory reviews. Reviews may take place either in person at a meeting, or discussed over the phone/via email to report on the young person's progress and decide the subsequent next steps.

Our highest needs students may have an allocated SEND 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 regularly 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 Senior 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/ MIDYIS), 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 LSP SEND Policy (September 2023), 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.

Thank you for taking the time to read this.

We would gratefully accept any feedback that you have, particularly from families to make sure that this document is accessible and understandable for all.

Miss S Divine

SENDCO and Head of Student Support

September 2023