



GLOUCESTER
ACADEMY

Gloucester Academy

SEN Information Report

Gloucester Academy is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.



SEN Information Report

This report describes Gloucester Academy's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCo

This report was reviewed and updated on: 10th January 2024

This report was approved by the School Governing Body on: Date 25th January 2024

*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCo

SENCO:

Kevin Sinden

Headteacher:

Phillipa Lewis

SEN link governor:

Nick Cox

SEN Information Report

1. The kinds of SEND that are provided for

Our school currently provides inclusive provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy Moderate/severe/profound and multiple learning difficulties

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate and multiple learning difficulties

2. Identifying pupils with SEND and assessing their needs

Each student will complete a variety of assessments and we will assess each pupil's current skills and levels of attainment on entry, which will build on the information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this alongside evidence from other professionals if relevant to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents, these will be recorded in a format recognised by the Gloucestershire Graduated pathway to ensure all professionals can clearly and simply understand the students': assess, plan, do, review cycle.

We will notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

Gloucester Academy will follow the graduated approach as part of Gloucestershire's graduated pathway, and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO and parents to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behavior

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views Advice from external support services, if relevant

The views and aspirations of the parents

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We liaise with GCC to ensure that all students have been supported to formulate a path towards their future goals, including students at risk of NEET.

We host next step sessions with partner schools to ensure students are aware of the options for future learning

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. Classes are scaffolded to support all students.

All students are expected to follow a full curriculum program at Gloucester Academy to enable access to a broad and balanced education.

We will also provide the following interventions where necessary:

- Direct Instruction English - All levels - Phonics/ Corrective Reading and Comprehension
- Direct Instruction Mathematics - Corrective Mathematics
- RWI Fresh Start Phonic intervention
- Language for behavior and emotion speech and language intervention
- Supported social skills via optional enrichment activities
- Support with independent learning before school and after school

Bespoke interventions as part of an agreed EHCP will, in the first instance; be delivered by relevant professionals outside of school hours; this is to be funded via EHCP personal budget and the agreement of the Local Authority, in the second instance agreed bespoke provision will be provided by SEND staff outside of the main teaching timetable.

We also work with all external agencies such as The Advisory Teaching Service (ATS) / Speech and Language Therapist (SALT) / Occupational Therapist (OT) and Educational Psychologist (EP) to deliver targeted interventions for specific pupils.

7. Adaptations to the curriculum and learning environment

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

- ensuring pupils with EHCPs educational needs can be met via the consult process.
- scaffolding our curriculum to ensure all Gloucester Academy pupils can access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Considering professionally recommended and agreed aids, such as laptops, coloured overlays, larger font, etc.
- Teaching to the top: for example, having high expectations for all students, whilst accounting for reasonable adjustment within the classroom e.g. giving longer processing times, vocabulary teaching via knowledge organisers, reading instructions aloud, etc.

8. Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as direct instruction. Teaching assistants generally support the main classroom learning of students with additional needs, supporting the teaching staff and ensuring students can access their learning.

Teaching assistants will support pupils on a 1:1 basis as part of a bespoke EHCP package when agreed between the school, local authority and family. 1:1 support for additional interventions will take place outside of the main teaching timetable

Teaching assistants will support pupils in small groups when working in the extended curriculum / bespoke provision relevant to an EHCP. Students of similar needs will be invited to attend such support.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist
- Advisory Teacher
- Occupational Therapist

- Inclusion Team
- Local Authority Speech and Language Therapist
- Pediatricians
- Family Support Workers
- Early Help Team

9. Expertise and training of staff

Our SENDCO has over 16 years' experience in SEND and has worked across a variety of settings, including: specialist provisions, mainstream secondary and Further Education Colleges.

They are allocated a large portion of their weekly timetable to manage SEND provision.

We have a team of three teaching assistants, and four higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff have been trained in a number of specialist areas, all SEND staff are invited to attend the whole school teaching PD to aid their professional development. All SEND staff are undertaking a specialist training course in an area of SEND during 23/24 to ensure the depth of SEND knowledge and expertise within the department is increased.

We use specialist staff for Mindfulness, SAL interventions, English and Maths Interventions.

10. Securing equipment and facilities

Agreed specialist equipment that supports reasonable adjustments will be provided by the school to support students needs. This is considered in conjunction with school, home and involved professionals to ensure the most supportive available equipment is put in place.

The school has a bank of assistive technology to support students needs within the learning environment, this includes, word processors, reading pens, reading software and diagnostic materials. This technology is provided to students after assessment by the SENDCO and must represent a student's normal way of working.

11. Evaluating the effectiveness of SEN provision

- We evaluate the effectiveness of provision for pupils with SEND by: ensuring measurable outcomes are tracked and audited to ensure pupils progress in line with expectation or better.
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each unit of work.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP plans

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability where a relevant risk assessment allows.

Reasonable adjustments are made to ensure all SEND or disabled students have access to as wide a variety of activities as possible.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council.

All pupils are part of the schools character award

Pupils with SEND are also encouraged to be part of enrichment clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

14. Working with other agencies

Gloucester Academy works with external stakeholders to ensure that the team around a student is fully informed and best practice decisions can be made that keep the student at the center of the process. Parental permission must be sought before any information sharing can be accepted.

15. Complaints about SEN provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. Alternatively they can be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

The Local Authority local offer can be found:

<https://www.gloucestershire.gov.uk/education-and-learning/families-in-partnership-newsletters/families-in-partnership-newsletter-december-2022/support-for-families-with-send-gloucestershire-s-local-offer/>

17. Contact details of support services for parents of pupils with SEN

SENDIASS

[SENDIASS Gloucestershire | Special Education & Disability \(sendiassglos.org.uk\)](https://www.sendiassglos.org.uk/)

GCC support services

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send-support-services/>

18. Contact details for raising concerns

If there are concerns in regards to a pupil's SEND needs, then please do the contact the SENDCO in the first instance