



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.

# Gloucester Academy

## 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: 5/1/26

This report was approved by the School Governing Body on:

\*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:**

Nathan Emery

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## 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.

A referral system is also in place for teachers to raise concerns with the SENCO if they feel that a pupil may require support which is different from or additional to that which is delivered as part of the core offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns either with the class teacher/tutor or by contacting the SENDCo at [sendco@gloucesteracademy.co.uk](mailto:sendco@gloucesteracademy.co.uk)

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 recognising the graduated response within the code of practice, there will be a clear Assess, Plan, Do, Review cycle within the documents used.

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 response, 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 through the students APDR documentation, 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**

At Gloucester Academy we believe that high quality teaching, delivered by mainstream subject experts, best meets the needs of all learners – it is our main step in responding to students who have SEND.

The Local Authority holds the responsibility to ensure all students placed at Gloucester Academy can access a KS3 and KS4 curriculum provided, as the school has no alternative learning pathway the school regards this as; students approximately within 3 years of the age related expectation. Teaching staff are then responsible and accountable for the progress and development of all the pupils in their class through high quality adaptive teaching.

High quality adaptive teaching is our first step in responding to pupils who have SEND. Classes are scaffolded to support all students and whole class adaptive teaching is implemented based on the broad areas of need within the class.

All students are expected to follow a full KS3 / KS4 curriculum program at Gloucester Academy to enable access to a broad and balanced education.

Gloucester Academy endeavours to meet and support its children with SEND needs through:

### **High expectations**

All children, regardless of SEND status, are expected to make progress in line with Gloucester Academy's behavioural expectations. Children with EHCPs are given the support and challenge they need to make the best possible progress. We actively teach and encourage the development of self-efficacy in all of our learners.

### **Excellent teaching**

Meeting the needs of children with SEND is a whole academy responsibility. We train our teachers to understand the needs of every child and to review their progress regularly, systematically, and thoroughly. We expect all teachers to be teachers of every child and to enable all children to make progress.

### **Early identification**

We identify children who have SEND through screening and assessment when they join the academy and if there is a cause for concern, at any other time.

### **Impactful intervention**

We support the use of short term, high impact teaching programmes and techniques to enable those who have fallen behind and those with identified needs to make the required progress.

### **Regular review and response**

All children identified as having SEND have a specific pupil passport (IEP) which is reviewed by their keyworker every term and adjusted to meet their needs, this is shared with the families during the review process.

### **We offer**

A singular broad and balanced curriculum to all students, including those with special educational needs.

At Gloucester Academy we have a four-tiered approach to supporting students' learning needs:

## **UNIVERSAL (Wave 1)**

We use our notional SEN funding – money we receive as part of our budget – to provide high quality teaching, which may include some minor adaptations to match learning needs, students receiving this level of intervention may not be recorded as on the SEND register as it is part of the schools universal offer and not in addition to.

### **TARGETED (Wave 2)**

We consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child’s learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated four-part approach of assessing, planning, providing(do) and reviewing progress.

### **INTENSIVE (Wave 3)**

We consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the academy in order to plan for the best possible learning outcomes for your child. This may include:

- Educational Psychology
- Speech and Language therapy
- Input from specialist sensory advisory teachers for children with, for example, hearing or visual impairments.

### **SPECIALIST (wave 4)**

Students on wave four will have an active statutory plan or have complex and enduring needs where a statutory response is required by the local authority,

## **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, the Local Authority will work collaboratively with the school to provide reasonable steps for provision at Gloucester Academy where necessary and ensure all students placed at the school are able to access a mainstream KS3/4 curriculum with the support outlined within this document.
- scaffolding our curriculum to ensure all Gloucester Academy pupils can access a KS3 / KS4 learning experience, 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.

The following short term interventions are available at the academy to support students with SEND needs.

### **Cognition and Learning (C&L) strategies and interventions**

KS4 overlearning opportunities through extended school days

The curriculum is taught using explicit instruction

Students are streamed in core lessons to support adaptive teaching strategies.

Through homework students are pre taught core vocabulary

Independent learning clubs before school, at lunch and after school.

The Literacy intervention RWI fresh start is used to support students with reading catch up.

An emphasis on lowering a student's cognitive load is in place throughout the school.

### **Communication and Interaction (C&I) strategies and Interventions**

The curriculum is taught using explicit instruction.

There is a high ratio of checking for understanding within the classroom.

Through homework students are pre taught core vocabulary

Language is scaffolded in line with the streaming of students

The school is highly structured and routine based to support students with expectations and regulation.

Language for behavior and emotion speech and language intervention

Board games club for social skills.

### **Social, Emotional and Mental Health Needs**

We meet our statutory duty to provide a safe environment and refer to the correct agency as a first response in supporting students with SEMH needs.

Language for behavior and emotion speech and language intervention

Supported social skills via board games club

provision of space for external agencies to work short term with our students. (talk well, CAMHs etc)

Mindfulness

Solution focused therapy

Psychotherapy

### **Physical Disability**

A fully accessible school and grounds

Reasonable adjustments to the learning environment to meet the needs of the student

provision of specialist equipment where necessary

adapted lessons such as PE to account for needs

### **For Students with EHCP's**

Non-educational Interventions (Speech and language or clinical mental health support for example) 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 where it is not a part of the relevant services

support offer, in the second instance agreed bespoke provision will be provided by SEND staff outside of the main teaching timetable, using funding from the students allocated high needs top up funding. Where the school has stated a provision is unavailable within the school it will be the responsibility of the Local Authority to ensure funding is in place for the provision to be implemented outside of the school's normal hours.

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 provide classroom learning strategies for specific pupils' needs alongside the expectation of intervention support from these services.

## **8. Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as RWI fresh start. 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 mainstream classroom learning on a 1:1 basis as part of funded and listed provision within an EHCP; the local authority will ensure the curriculum is suitable for the student before naming the school in the EHCP.

Teaching assistants will support pupils in small groups when working in the extended curriculum / bespoke provision relevant to an EHCP; these take place outside of the school's guided learning hours. Students of similar needs will be invited to attend such support.

We work with the following agencies to provide support and intervention 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 17 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.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/)

GCC support services

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

