

GAET SEND information report

Great Academy Ashton

Date: September 2024

Policy

We support children with special educational needs in line with the Trust's Policy. The Trust's policy and this information report apply to children and young people who have SEND and those who are looked after by the local authority and have SEND. We are an inclusive school, and as such, support the Local Authority's Local Offer for children and young people with SEND.

School contact details

Our SENCO is Mrs Kathleen Casey Kathleen.casey@gaa.org.uk 01612419555

1. The kinds of SEND that are provided for

Our school currently provides additional and/or different 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. GAA is fully accessible for wheelchair users with accessible toilets on every floor and lift access.

2. Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- It 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, challenges in behaviour modification and any other concern raised by teachers or support staff.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Other factors such as English as an additional language, traumatic events or persistent behavioural difficulties does not mean that a pupil is recorded as having SEND. The Graduated Response will be applied to look for early identification of SEND should it be required.

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/carers. We will use this 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/carers

We will have communication with the pupil and their parents/carers when identifying whether they need special educational provision. This communication will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents'/carers' 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 records.

We will consult with parents/carers regarding the decision that their child requires additional SEND support.

For KS2-3 admissions the SENCO and ASENCO liaise with Primary SENCOs to ascertain SEND information. As part of the transition process SEND students are highlighted to the SENCO and follow up information is gathered.

All students are screened on entry and a decision is made regarding any SEND need. This includes students' non-routine admissions (mid-year). Any SEND student making a non-routine transfer will be part of our school's admissions process and SEND information will be gathered at the admissions' meeting, or Off-Site Directive meeting and information is sought from the child's previous school.

Parents/carers of pupils at GAA on the SEND register will be informed and invited to a planning meeting. (This may be conducted as a telephone consultation). Parents will be involved in the Plan, Do, Review cycle. See Section 4 below.

Where the pupil is SEND and under the care of the Local Authority or Children's Social Care are supporting the family, GAA will liaise with Children's Social Care to ensure correct support in place.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** as outlined in the Code of Practice.

The class or subject teachers will work with the SENCO, ASENCO and Learning Support Assistants 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 behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

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. Review information will be shared with parents.

A document that you might find helpful – is something called [The Graduated Response](#)

Parents will be invited to termly reviews to discuss their child's progress, these will take the form of Parents' Evenings, AIG evenings and/or specific meetings with the SENCO/ASENCO

All parents will be sent regular Data reports and there is an opportunity to discuss this report with their child's Head of Year. Parents of SEND pupils are invited to discuss with the SENCO/ASENCO their child's report should they wish.

5 Supporting pupils moving between phases and preparing for adulthood

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

EHCP review meetings for students in 11 include a representative from Positive Steps (a service that focusses on next steps and careers progression). All Year 10 and 11 SEND students have Careers Interviews with Positive Steps as a priority. All children with an EHCP have access to Careers Advice at GAA.

There are guided choice discussions to support Year 9 students with their choices and the move to KS4. These discussions will form part of the Review process.

For Year 11 SEND students, GAA have links with Tameside and Oldham colleges and liaise with them regarding transition to KS5, offering additional visits and taster days as required.

All students can attend careers fairs and have college taster days.

Bespoke and individual transition packages can be arranged when required or when specified in EHCP provision.

As per Section 3, SENCO/ASENCOs liaise with local primary schools and can arrange bespoke transition packages which could include additional days.

There are several transition opportunities such as; opportunity to speak to the school's SENCo at Transition Evening, Summer school, Year 5 learning opportunities, Year 6 Parental meetings. This is not an exhaustive list, and as mentioned above bespoke transition meetings/sessions can be arranged with the SENCo.

6 Our approach to teaching pupils with SEND

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. The curriculum is adapted to meet the needs of all pupils within the classroom.

We have several different interventions, and these are under constant review to aim to meet the needs of our young people. Below is our Provision Map to show examples of some of the interventions that we can offer:

Whole School Provision Map by SEN Category:

Area of Need	Wave 1	Wave 2	Wave 3/ DSEN
Cognition and Learning	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcome Increased visual aids/modelling Visual timetables Use of writing frames and scaffolding Access to laptops/E pens EP advice Strategies for teachers on OPP Gateway Provision <ul style="list-style-type: none"> Reading Plus 	<ul style="list-style-type: none"> Exam arrangements Foundation learning /Step up 1:1 support in lessons Whole class/small group support in lessons Use of Reading Pens <ul style="list-style-type: none"> Task boards/ sentence starters Lexonik 	<ul style="list-style-type: none"> Intensive 1-1 literacy and numeracy support in E Block Additional phonics lessons- Read Write Inc. Paired reading, with adult guidance Lesson withdrawal in E Block 1:1 on exam techniques
Communication and Interaction	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcome Simplified language Visual aids/modelling Use of symbols when necessary Structured school routines Strategies for teachers on OPP Whole school literacy focus Key vocabulary shared Gateway Provision EP advice 	<ul style="list-style-type: none"> In class support LSA/ EAL teacher to understand language Additional use of Laptops and language software EAL interventions Safe environment for social times in E Block Exam arrangements 	<ul style="list-style-type: none"> SALT interventions/suggestions from specialist team Use of radio aid Visual organiser/journal Use of appropriate ICT resources Advice and 1:1 work from CLASS team Social group for ASD Lesson withdrawal in E Block- use Microsoft Teams Bespoke lunchtime games and activities Advice from specialists on Selective Mutism EP advice Talking Fitness
Emotional, Behavioural and Social	<ul style="list-style-type: none"> Whole school behaviour policy Whole school/ class rules Class reward/sanctions systems Strategies for teachers on learning plans TLAC trained staff Form time activities on SMEH SDQ assessments Personal Values Curriculum EP advice 	<ul style="list-style-type: none"> Small group work Class/group reward system Support for unstructured times (E Block) New Beginnings group Exam arrangements Peer mediation 	<ul style="list-style-type: none"> mentoring sessions School Counsellor Individual rewards system Therapeutic sessions Anger management sessions Social skills interventions Emotional literacy interventions Jamie's Farm Individualised alternatives to sanctions Lesson withdrawal in E Block- work set on Teams AP for KS4 Re-Balance Drawing and Talking Therapy
Sensory and Physical	<ul style="list-style-type: none"> Flexible teaching arrangements Adjustable tables Medical support Whole school training Disabled toilets across the school Lift pass Early lunch pass/leaving lesson pass Strategies for teachers on OPP Advice from specialist HI and VI. Advice from OT 	<ul style="list-style-type: none"> Additional handwriting practice Access to specialised equipment such as pen/pencil grips, special pens Access to fidget resources such as visual timers, tangles, cubes Exam arrangements Enlarged resources/ use of radio Specialised stools/cushions 	<ul style="list-style-type: none"> Individual support during PE lessons- specialised PE equipment Access to specialised ICT resources Modified curriculum materials from VI team Lesson withdrawal in E Block Specialised OT programmes Software on I-pads to access IWB Movement in lessons Trained staff to use hoists, transfer etc. Talking Fitness 1:1

This is not an exhaustive list, and appropriate inventions will be discussed and implemented as appropriate.

7. Adaptations to the curriculum and learning environment

Our approach to adapting the curriculum and the learning environment is described in our accessibility plan. We aim to have a highly ambitious curriculum for all students. We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, reading pens
 - Flexible lesson timings pass for students with physical needs or students with ASD
 - Seating plans consider students' physical and environmental needs.
 - Lift and toilet pass
 - Time Out cards for students with SEMH need to E Block or Pastoral team (as appropriate)
 - Access to E Block during social times (there are resources to aid stress such as chalk board and emotional literacy cushions)
 - Subject leaders work closely with SENCo/ASENCo to make suitable adaptations.
 - Teaching and Learning lead supports staff to make suitable adaptations
- GAA will work with external professionals to make adaptations

8. Additional support for learning

We have Learning Support assistants and teachers who are trained to deliver interventions such as; Phonics support, exam stress support, OT therapy, mentoring, handwriting support, organisational support, Anger management, ASD Social groups.

We have EAL interventions to support with young people where English is an additional language. This is not part of our SEND offer- but students with EAL and SEND are able access these interventions should it be necessary.

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

Tameside Educational Psychology Service - the EP service works directly with the child, they may complete assessments, school may consult with the service for advice, they may observe the child in lessons and offer advice and suggestions to school. EP meetings can be virtual consultations or in person planning meetings in school. The EP service may attend other meetings such as EHAs, reviews etc.

Orange Psychology Service - the EP service works directly with the child, they may complete assessments, school may consult with the service for advice, they may observe the child in lessons and offer advice and suggestions to school. The EP service may attend other meetings such as EHAs, reviews etc.

Healthy Young Minds – this is a service we can refer to or families may already have been referred to. We will seek advice from the professionals at HYM to ensure that SEMH needs are being met in school.

OKE (Our Kids Eyes) is a service to support families with SEND and can include pre and post diagnostic support.

Occupational Therapy and Physiotherapy services. We will access these services for students with additional physical needs. The service may attend review meetings, and will offer training, advice, and support for staff. They may deliver bespoke therapy sessions.

SALT- Speech and Language Therapy- we can make a referral to discuss the needs of your child, and a therapist may come and discuss strategies to use with your child

Tameside Visual Impaired Team – this service will come into school to check equipment, offer advice to staff, lead and plan training sessions, modify resources when required and offer quality first teaching strategies.

Tameside Hearing Impaired Team as above but for a child with a hearing impairment.

Off the Record - this is a counselling service that GAA use, access to this service is part of the Graduated Response at GAA

Early Help - this is a service that be accessed by any child that may need additional support in the family home. This service is accessible to all. This service may be accessed to form part of an EHA (Early Help Assessment). SENCO/ASENCO will liaise with the Safeguarding Lead to access Early Help as required.

9 Expertise and training of staff

Our SENCO has 15 years' experience in this role and has worked previously as a Head of English and leader for whole school Literacy. Our SENCO has the National SENCo Award qualification and is qualified in Educational Testing and Exam Arrangements. Our SENCO has NPQSL and NPQLTD qualifications (these are nationally recognised leadership in education qualifications). Our SENCO has completed training on Trauma Informed Approaches.

She is allocated 16 periods a week to manage SEND provision.

Our ASENCO has three years' experience in the post and is trained in working with children with Autism. Our ASENCO is currently completing training for Educational Testing and Exam Arrangements. The ASENCO has 8.5 hours each per fortnight to support the SENCO with the management of SEND Provision.

We have currently a team of 2 full time and 1 part time learning support assistants who are trained to deliver SEND provision. We have 2 temporary/supply learning support staff working with some of our EHCP students. We have a part time member of staff who leads and manages our E Block provision (a space in school for students with SEND that need an alternative space as part of their EHCP or pending EHCP)

In the last academic year, staff have been trained in ADHD strategies, Trauma Informed Approaches, delivering support to low literacy learners, delivering support to low numeracy learners, applying for exam arrangements, how to invigilate, using Social Stories, using Reading pens, using Microsoft Teams, using scaffolding support framework, training on adaptations, reviewing and setting targets, Precision Teaching, SEND team hold Drop ins for staff, SEND top tips sent out in Teaching and Learning bulletins, training for staff around specific medical needs.

We have specific Reading interventions such as Lexoik that take place in our library with our trained Librarian, and all SEND young people have access to these interventions should they be required.

10. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions, using entry and exit data, which is typically 8-10 weeks and will be reviewed by SENCo/ASENCO and the intervention lead. Any reviews of interventions will be shared with parents through the Graduated Response and, where relevant, as part of the Learning Plan review process.
- Using pupil questionnaires and pupil voice activities
- Monitoring by the SENCO/ASENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

- Listening to parental voice through the review meeting process
- Analysing pupil data (academic, behaviour, attendance)
- Staff feedback- including feedback from T&L team

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

All our extra-curricular activities and school visits are available to all our pupils, and they are encouraged and supported to take part, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

Children with SEND and disabilities are actively encouraged to go on trips (including residential) and attend all clubs. Where appropriate, parents will be consulted from the planning stage and all risk assessments and adjustments made to ensure children with SEND can safely access and enjoy the social and skills development that such activities bring. Adaptations will usually be part of risk assessment and may include additional staffing, time amendments or amended equipment.

12 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's leadership opportunities
- Pupils with SEND are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc.
- Bespoke interventions such as Counselling, Student Coaching,
- Access to E Block during social times and during school day (where flexible timing passes are used)
- The application of the school's behaviour system considers individual students' SEND needs

We have a zero-tolerance approach to bullying; further detail can be found in the Trust's anti-bullying policy. Research suggests that children with SEND are more likely to experience bullying- and at GAA the Personal Values curriculum promotes inclusivity.

13 Complaints about SEND provision

Complaints about SEND provision in our school should be made in line with the Trust's complaints policy.

Please speak to Pastoral Team or GAA's SENCO in first instance if you have a concern. There is general SEND information with advice and guidance.

GAA's complaints policy is available on the school's website.

The parents/carers 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

14 Contact details of support services for parents/carers of pupils with SEND

[Home Page - Our Kids Eyes](#)

15 Contact details for school

You can contact the SENCO- Mrs. Kathleen Casey Kathleen.casey@gaa.org.uk 01612419555

16 The local authority local offer

Our local authority's local offer is published here as well on GAA's website:

<https://www.tameside.gov.uk/localoffer>

