



BLACKPOOL GATEWAY ACADEMY

Special Educational Needs (SEN) Information Report School SENCO –Charlotte Blundell (01253 402936)

Welcome to Blackpool Gateway Academy SEN report. All schools have a duty to publish information on their websites about the implementation of the policy for children with SEN.

At Blackpool Gateway Academy, we celebrate the fact that all children are different and are individuals and we make sure that we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we can offer at Blackpool Gateway Academy to support children with Special Educational Needs or Disabilities.

<p>What kinds of Special Educational Needs does Blackpool Gateway Academy make provision for? What is SEND?</p>	<p>Blackpool Gateway is a two form entry Academy, which is currently up to Year 4. The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) which states that 'a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they:</p> <ul style="list-style-type: none">(a) have a significantly greater difficulty in learning than the majority of children the same age; or(b) have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools'
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The academy recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children's skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage. The academy would also consider evidence that a child may have a disability and look into reasonable adjustments that may be needed.

There is a wide-spectrum of SEND which are frequently inter-related. The four main areas as identified in the 2014 SEN Code of Practice are;

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and /or Physical

Graduated Response

The academy operates a graduated response approach recognising that there is a continuum of SEN and that, where necessary, increasing specialist support should be brought in for advice. Targets and actions for a child are revisited, refined and reviewed with the growing understanding of their needs and to support progress and good outcomes for the child.

If a child enrolls at the academy with previously identified SEN, the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual child. Discussion would be held with the child (where appropriate), their parents, the class teacher and the SENCO regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the child. After a settling in and assessment period new targets would be set for the child.

How will I know how my child is doing and how will Blackpool Gateway Academy help me to support my child's learning?		Autumn	Spring	Summer
	All children	Parents' Evening Meeting	Parents' Evening Meeting	Written Report Meeting on request
	Children with SEND	Parents' Evening Meeting Meeting with SENCO for target setting and review	Parents' Evening Meeting Meeting with SENCO for target setting and review	Meeting with SENCO for target setting and review

	<ul style="list-style-type: none"> • If your child has a statement of SEN or EHC (Education Health Care Plan) there will also be a formal annual review of their progress, targets and associated support with their parents, the child and the professionals involved in the child's education, health and care. • The SENCO may also make referrals to outside agencies such as Educational Psychologists, Blackpool SEND team, Speech and Language and Occupational Therapists for additional advice and help to support a child's learning. • You are welcome to request a meeting with the class teacher or the SENCO via the school office (Tel: 01253 402936) <p>We hope to meet with parents of children with SEN as they join our school, either in Reception or in later years. The SENCO and/or class teacher then regularly meets with many parents of children with SEN to review their progress and to make collaborative decisions about how to meet their needs. We also have a family support officer, Mrs Julie Riley who can provide or signpost support for parents and families.</p>
<p>How will my child be involved and consulted?</p>	<ul style="list-style-type: none"> • Children review their learning each lesson through a wide range of techniques including self assessment and peer assessment and they are involved in setting their own targets. • The School Council meets regularly and represents the views of the children in each class. • Where appropriate, class teachers ensure that children's preferred learning styles are taken into account when planning lessons. • For children with statements of SEN or an EHC, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views.
<p>How does Blackpool Gateway Academy assess and review my child's progress?</p>	<p>At Blackpool Gateway Academy, the attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. Class teachers use a range of assessment techniques every lesson to assess children's understanding. For example, using observations and using key questions. They also assess progress at the end of each term. All children's progress is monitored and tracked through termly progress meetings with the class teacher, SENCO, and Head teacher. Where needed, teachers may use Pivats to assess and track the children's progress. This is normally with children who are working at P Scales (below National Curriculum).</p>

<p>What should I do if I am concerned about my child's progress or special educational needs?</p>	<ol style="list-style-type: none"> 1. Make an appointment with your child's class teacher at the earliest opportunity. The class teacher will discuss your concerns, act on them and then feedback to you. 2. The class teacher may decide that it is necessary to refer your concerns to the SENCO who would contact you to arrange a further meeting. 3. If your child is transferring to Blackpool Gateway Academy, please give as much detail on the enrolment forms as possible. If your child has previously identified SEND you may wish to ask for a meeting with the SENCO to discuss how your child can be supported in school.
<p>How does the school decide whether a child has special educational needs and what extra help they need?</p>	<p>If teachers have any concerns with a child in their class, they will discuss these concerns with parents and the SENCO and they will complete a Cause for Concern form. If necessary, the child may be placed on the SEN Register at the 'SEN support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always informed at this stage. The SENCO and the class teacher would then meet with the child's parents to record the agreed actions/support and set SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) targets for the child. After an agreed time, the targets will be reviewed and evaluated and new targets (if needed) will be set, in conjunction with the parents.</p> <p>Additional assessments may be required at this stage and if the child requires additional individualised provision the child will be placed on SEN support and the parents will be informed.</p> <p>If a child is receiving SEN support their progress is closely monitored through the setting of targets on the SEN support record using the following cycle; assess, plan, do and review. Our aim is for children receiving SEN support to make accelerated progress and return to regular whole school tracking.</p> <p>Whilst most children with SEN have their needs met at the 'SEN support' level, a small number may require an Education, Health and Care assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.</p>
<p>How is the teaching and the curriculum adapted to meet my child's needs?</p>	<p>At Blackpool Gateway Academy our priority is to ensure that all children, including children with SEN, have access to lessons which are appropriately differentiated and personalised to meet the needs of the children. Teachers make use of ICT and interactive teaching methods ensuring that, as far as possible children's preferred learning styles are incorporated into lessons. Children are taught in different groupings appropriate to each lesson and their needs, including; gender, ability, age, prior knowledge, etc.</p>

Mixed groups can also be very effective to maximise learning potential. Teachers differentiate learning to meet a variety of needs within the class and children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs. The high expectations that we have for all our children in the school are extended to children with SEN.

We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review.'

- Assess: The class teachers and if necessary the SENCO or professionals from outside agencies, assess the needs of individuals.

- Plan: We identify barriers to learning, intended outcomes and plan appropriate support and intervention to meet these outcomes.

- Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.

- Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

Classrooms are vibrant, stimulating and well resourced. Displays and interactive activities provide children with prompts and visual reminders to encourage children to learn independently.

Each class has at least one teaching assistant assigned every morning and afternoon according to the needs of the children. They are given a range of responsibilities including; supporting group work, leading evidence based interventions and helping individuals learning within lessons. We aim for support to be as inclusive and 'in class' as often as possible. Some children with specific complex needs (statement of SEN or Educational Health Care Plan (EHC) may have access to a named teaching assistant. These teaching assistants will support the children with developing their independence, accessing the environment or curriculum, with personal care or safety. All staff are given regular training opportunities to support the needs of the children in school and the school makes good use of outside agencies for specific professional advice and 'in school' training.

How does Blackpool Gateway Academy provide for disabled children?

All children with SEN, including children who are disabled, will have a transition meeting before starting school. These may be in the form of a multi-agency meeting, in which all the services involved with the child's care can discuss the best possible provision for these children. These meetings, are held in time for school to put extra provision and/or resources in place before they start at our Academy. We also have staff available to help with admission forms and discuss any concerns parent and/or carers may have. Following our admission policy, a place will be given to a child with an Education Health Care Plan that names Blackpool Gateway Academy, this includes in year applications for places.

Children at Blackpool Gateway Academy are taught to be very accepting of one another and we believe that they treat everyone equally whether they have a disability or not. We have taken positive steps to celebrate differences in our society by inviting diverse speakers and role models into school to share their experiences with the children. If any incidents do occur, and a disabled child is treated less favourably, we would deal with the incident seriously and offer extra PSHE lessons around issues arisen. The Academy is designed to a modern standard, so our facilities and access are suitable for children and adults who are disabled. All our doors are wide enough to fit a wheel chair through and the front entrance is all on one level with no steps. Due to the size of our school, we are on two levels, however we have a lift to provide easy access to each level. We also have a shower facility and disabled toilet facilities on the lower level. We also have a disabled parking space available in our school car park.

Our Current Accessibility Plan runs from 2016 to 2019. Throughout this time we have made the improvements listed below to improve our provision and environment for disabled pupils.

Improving Access to the Curriculum		
Target	Action	Outcomes
Greater awareness and confidence of staff dealing with pupils with speech, language and communication needs. (SLC)	Audit staff's current training and experience.	Teaching strategies modified to account for the difficulties experienced by the child and thus better access to curriculum for children with SLC needs.
Review meeting for new starters with SEN/ medical needs?		Required provision organised before start so access immediate

Availability of written material in alternative formats	The Academy will make itself aware of the services available through the LA for converting written formats into alternative formats	The Academy will be able to provide written information in different formats as and when required
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Improving Delivery of Written Information		
Target	Action	Outcomes
Update of Visitors to Academy Policy Uploading of updated Accessibility Policy onto Academy website.	Current policies to be updated to ensure all visitors are aware of site facilities.	Policy to include information about facilities on site for disabled people
New Provision Map format to be introduced to staff	New format for Provision map that is shared with parents. Focusses on interventions, their impact and future actions.	To ensure information is shared with staff and amongst staff responsible for inclusion and thus improve curriculum provision for these pupils.

Developing Access to the Physical Environment of Academy		
Target	Action	Outcomes
Provision of dropped access to rear playground	Include in plans for ...	Improved access to all areas of Academy grounds
Review accessibility to main entrance.	Investigate cost of new intercom/ new doors	Improved access to main entrance.

How does Blackpool Gateway Academy promote positive behaviour?

We make use of many strategies and techniques to focus on promoting positive behaviour:

- Staff Role modeling
- High expectations
- Class Dojos (given individually to children interactively on the whiteboard)
- Pupil of the week - presented in celebration assembly.
- Stickers
- Certificates
- In class incentives (e.g behavior boards, treat boxes etc)

<p>How will Blackpool Gateway Academy support my child's emotional and social wellbeing?</p>	<p>At Blackpool Gateway Academy, we believe children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children experience some setback or challenges along the way and we are committed to supporting them through these. Some of the ways we are able to do this include:</p> <ul style="list-style-type: none"> • Regular circle time • Collective Assemblies • Anti Bullying Policy • Social Skills Groups • Access to pastoral care if required <p>At playtimes, children who feel lonely and are struggling with friendships, we have staff out there to help with social interaction and initiate games.</p>
<p>What training and specialist skills do the staff supporting children with SEND have?</p>	<p>All staff in school have regular training to support the needs of all the children in the school. Training needs are regularly audited and reviewed by the SENCO and the Head teacher and a programme of continual professional development is in place. All class teachers have Qualified Teacher Status (QTS) and there is a strong emphasis on continued learning. The SENCO is an experienced teacher and has been in role of SENCO for 9 years.</p> <p>The school also receives training, advice and support from specialist services such as:</p> <ul style="list-style-type: none"> • Speech and Language Therapists (SALT) • Occupational Therapists (OT) • Educational Psychologists • School Nurse • Children and Adult Mental Health Service (CAHMS) • Social Workers • Blackpool SEND Inclusion Team • DEN <p>These services are either sought through the Local Authority, the NHS, or commissioned privately.</p>
<p>How does the school work together with specialist services?</p>	<p>Referrals to specialist services are generally made by the SENCO and parents would be consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed. There may be meetings where parents and all of the professionals working with the child meet and collaborate together. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next meeting and next steps planned for.</p>

<p>How do you make the school environment and curriculum accessible for all children?</p>	<ul style="list-style-type: none"> • The Academy opened in September 2013 and is fully wheelchair accessible. We have a lift to reach the second floor. There are disabled toilets located on both floors. There is a disabled parking space located near the front entrance. • Text may be enlarged and different coloured paper/overlays used when needed • For those that require it, additional time or a quiet space can be arranged for children with SEND during tests.
<p>How will my child be included in activities outside of the classroom?</p>	<p>Children in school have the opportunity to apply for lunchtime and after school clubs or activities, regardless of their SEND.</p> <p>In addition, pupils can take part in Choir, Athletics, Girl's Football, Boy's Football, Dodge ball, Multi skills, Tennis, Cricket and Rounders are offered to the children after school. The Clubs are available to all the pupils in the designated age range assigned to that activity.</p> <p>Children are encouraged to play playground games with each other. A member of staff has shown each class how to play games which are age appropriate to them.</p> <p>School trips are carefully planned for and the risk assessments ensure that the staff leading trips consider all of the children's needs and abilities. If a child has a teaching assistant as part of their regular support in school, the child would have this level of support on a school trip as well.</p>
<p>How will the school prepare my child to join the school or transfer to a new school?</p>	<p>Transition programmes are put in place by the class teacher and the SENCO. These may include additional visits to a new school or visiting a child in their current setting prior to arriving at Gateway Academy. Careful sharing of information is essential and meetings are held with parents and children to discuss any concerns prior to a transition.</p> <p>Some children may like to create a transition book with information about their new school / class and teachers. For children with ASD or attachment difficulties there may need to be a specific social story to aid the transition.</p> <p>If your child is joining Gateway Academy part way through their school career, we will arrange for you to meet with the SENCO and the Head teacher to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that has been effective in the past. If necessary, we can arrange extra visits to support your child's transition to us. Records will be passed on or received and read carefully to ensure that staff are ready for a new child's arrival.</p>
<p>What to do if my child has medical needs?</p>	<p>Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher, office staff or SENCO. Please complete all of the relevant medical information on the</p>

	<p>enrolment form so that we can support your child during their time at our school. For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Care Plan and appropriate provision will then be put in place.</p> <p>Please also let your child's class teacher and the SENCO know if your child develops medical needs during their time in school.</p> <p>Training for supporting children with medical needs is co-ordinated by the SENCO and reviewed regularly.</p> <p>All support and teaching staff are kept regularly up to date with First Aid training to ensure all staff are familiar with what action to take in the event of an emergency.</p> <p>In addition, Epipen training has been provided by either the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required.</p>
<p>What should I do if I am unhappy with my child's support or progress?</p>	<ol style="list-style-type: none"> 1. Discuss your concerns with your child's class teacher. 2. If your concerns continue please contact the SENCO and/or Head teacher. 3. Please contact the Chair of Governors if your concerns remain unresolved. <p>For further details please see the school's 'Complaints Procedure.' Copies can be obtained from the school office or it can be found on our school website http://www.gatewayacademy.co.uk/</p>
<p>Where can I go for further advice and support?</p>	<p>The information in this report feeds into Blackpool's local offer, www.blackpool.fsd.org.uk?kb5/blackpool/fsd/service.page?id=ZB6A8myrsBA which details support, opportunities and services available to children and young people in their area who have SEN.</p>