



# SEN Information Report 2023/2024

## What are special educational needs and disabilities?

The SEN Code of Practice (2015) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

There are 4 broad areas of SEND:

- **Communication and interaction (C&I)**
  - Speech, Language & Communication needs (SLCN)
  - Autism Spectrum Disorder (ASD)
- **Cognition and learning (C&L)**
  - Profound and Multiple Learning Difficulties (PMLD)
  - Severe Learning Difficulties (SLD)
  - Moderate Learning Difficulties (MLD)
  - Specific Learning Difficulties (SpLD)
- **Social, emotional and mental health (SEMH)**
- **Sensory and/or physical (P&S)**
  - Hearing Impairment (HI)
  - Visual Impairment (VI)
  - Multi-sensory Impairment (MSI)
  - Physical Disability (PD)

The following descriptions are taken from the SEN Code of Practice (2015: 97-98)

### Communication and interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **What kinds of Special Educational needs does GANF make provision for?**

Grantham Additional Needs Fellowship comprises of two Grantham-based schools, Ambergate Sports College and Sandon School.

We cater for pupils between the ages of 2 and 19 with moderate to severe learning difficulties and complex needs. Our pupils' needs are wide ranging; many are on the autistic spectrum, with others having ADHD and varying degrees of developmental delay, and some with Profound and Multiple Learning Difficulties.

Our mission statement is:

“Every second to be Valuable, Inspiring, Personalised”.

At GANF we are constantly striving to improve the lives of our pupils through their environment and experiences.

The curriculum across the Fellowship is tailored to ensure that pupils develop their functional use of literacy/communication and numeracy in all aspects of their daily lives. Spiritual, Moral, Social and Cultural development is a thread that binds all experiences that our pupils learn from and encounter.

## **How would GANF identify and assess my child's special Educational needs?**

Every pupil has an Education, Health and Care Plan. These are reviewed annually. In addition, our pupils are constantly observed and their progress is noted.

Pupils are assessed against their own prior learning and we also conduct our own assessments within school.

A Parent/Carer Evening is held three times a year with teachers to discuss progress. The school works closely with Therapists and external agencies to identify the holistic needs of every pupil.

## **How will I know how well my child is doing at school?**

Every year we discuss progress at Annual Reviews and our expectations for your child. We communicate with you regularly through our home school books and by telephone. In addition to the Annual Review you will also receive an Annual Report from us each year.

## **How will the staff support my child?**

Every pupil has their own targets which identifies long term and short term objectives. Pupils may be taught 1:1, in small groups or whole class depending upon the activity. Our pupils are provided with high quality teaching and our Teaching Assistants work alongside teachers to provide additional support in lessons and, where appropriate, during tailored intervention sessions.

## **How do we adapt the curriculum?**

Our aim is to provide a curriculum that is relevant and broad and helps pupils to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

## **How will the curriculum be matched to my child's needs?**

At Sandon School, our curriculum is designed to meet the individual needs of our pupils and to be Valuable, Inspirational and Personalised. The topic-based approach is intended to provide stimulating learning experiences and link concepts within an overarching theme. In order to implement our curriculum successfully for our different cohorts of pupils, the curriculum is divided into three pathways. The same overall topic is studied by the three of the curriculum pathways. This is so that classes can take a mixture of approaches if necessary to support differentiation. The curriculum allows flexibility to enable us to provide individuals with a bespoke curriculum.

The aim at Sandon is to provide a relevant, meaningful and motivating curriculum to maximise pupil engagement and in turn to facilitate deep learning and contextualising concepts. Personalised provision allows teachers to plan in direct response to pupil's individual needs and interests and taking account of their barriers to learning.

At Ambergate, our curriculum intent is as follows:

'A tailored curriculum designed to prepare our pupils to be confident and successful individuals who make outstanding progress and are prepared for life after school.'

## **What does this look like at Ambergate?**

The curriculum at Ambergate is structured into four main areas:

- Early Years/Key Stage 1
- Lower School
- Middle School

- Upper School

The curriculum at Ambergate consists of a Semi-Formal and Formal curriculum.

### **Early Years/Key Stage 1:**

The pupils accessing this curriculum will be assessed using PLIMs, Engagement Model and Engagement Steps. The curriculum has a strong focus on overall pupil development. The curriculum takes a holistic approach with a focus on enabling positive interactive relationships with others, proactively exploring the world around them and gaining environmental control skills. All pupils will be given maximum opportunities to achieve the highest levels of independence possible.

### **Semi-Formal Curriculum:**

The pupils accessing this curriculum will be assessed using B Squared Progression Steps. The semi-formal curriculum has a strong focus on the whole child and on their personal development and targets. It takes a cross curricular approach, the teaching approach reflects the age and learning style of the pupils. The areas covered support pupils to make connections between key areas of development, ensuring the environment is stimulating with creative learning experiences.

### **Formal Curriculum:**

The pupils accessing this curriculum will be assessed using B Squared Progression Steps and accreditations where appropriate. The formal curriculum is designed to maximise progress and develop potential. The formal curriculum is based on the National Curriculum subjects modified to take account of pupil's individual needs. In the formal curriculum, pupils build on their knowledge in subject specific lessons. In 14-16, pupils working at the formal level work on accredited courses.

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher and one or more teaching assistant. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, Hearing and Visual Impairment Specialist Services and specialist teacher advisors where and when appropriate.

The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At GANF our priority is to ensure that all our pupils have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual pupils.

We also recognise that some pupils 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 SENDco or professionals from external agencies, assess the needs of the individuals.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those 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.

### **How is the decision made about the level of support my child receives?**

Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be need.

## **How will my child be included in activities outside the school curriculum including trips?**

At GANF every pupil has the opportunity to access trips.

We have a robust safeguarding policy and protocol in place. Pupils health and well-being is paramount. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.

We work with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work with Social Services and the Children with Disabilities Team.

## **What support is there for my child's overall well-being?**

Within school we have access to staff trained in the following therapies: Counselling, Horse Riding, Hydrotherapy, Music Therapy, Physiotherapy, Occupational Therapy, Rebound Therapy, Sensory Circuits, Speech and language Therapy, Yoga and Art Therapy. We also work closely with CAMHS, child and adolescent mental health services, the Community Paediatric team and Educational Psychologists if your child needs that level of support.

## **What training is provided for staff supporting children and young people with SEN?**

All of our teachers are qualified and have undertaken specialist further professional development. Our Teaching Assistants also have a range of expertise. The SENDCO has undertaken National Award for Special Educational Needs Coordination (NASENCO)

## **How are Parents and/or Carers involved in the school?**

We hope to meet new Parents and/or Carers at the stage when you are deciding which school is your preferred choice for your child.

Each year we hold a structured conversation with you where we discuss targets for your child for the coming year. We hold three Parent/Carer Evenings and you are very much encouraged to come along to your child's Annual Review.

## **How can you get involved and who should you contact?**

Friends of GANF (FOSA) meets regularly to arrange social events and fund raising activities.

We also hold a Christmas Fayre, Summer Fete and put on a Christmas Performance and other events to which you are warmly invited. For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.

## **How do Parents and/or Carer and children get involved in their education?**

We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing targets at your child's Parent/Carer Evening. We also write to you in home/school books or ring you if needed and we hope you will also keep in touch with us that way as well.

The pupils are involved in the running of the school through the school council.

## **What do I do if I have a concern about the provision for my child?**

In the first instance we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Local School Board.

### **What specialist services and expertise are available at or accessed by the school?**

We work closely with the following to support your child's needs. All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Specialist services including Hearing and Visual impairment and the Educational Psychology services, Music Therapy, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team.

Your child will need an Education Health Care Plan before being considered for admission to our school.

### **How do you prepare my child for joining your school or transferring to another school?**

We offer a structured induction to your child once they are referred to us. When the time comes for your child to move we will liaise with the receiving school and follow their transition process. We will enhance this with extra visits if necessary.

### **What is the Local Authority Local Offer?**

This is a resource developed by the Local Authority to signpost services and provision for young people with SEND in the local area.

### **How can I access support for myself and my family?**

In the first instance go to <https://www.lincolnshire.gov.uk/send-local-offer>