

Gladesmore Community School



SEND Information Report 2023-24

[C6.1]

**HOW WE SUPPORT CHILDREN WITH
SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

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Gladesmore Community School

SEND Information Report

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision

To provide an outstanding all-round education where our students make impressive progress in a positive, friendly, family community atmosphere.

In order to achieve our School Vision, we have 5 School Goals that set out the focus for our work.

GLADESMORE GOALS	
Goal 1	Review, develop and resource a curriculum which offers excellent Quality of Education to all pupils.
Goal 2	Further all round personal development and wellbeing of pupils
Goal 3	Further improve behaviour and attitudes of pupils
Goal 4	Prioritise effective safeguarding of pupils at all times
Goal 5	Improve effectiveness of leadership and management

What type of school are we?

A co-educational community secondary School for pupils aged 11 to 16 years.

Our Ofsted rating

Outstanding

How we know if a student has special educational needs?

Primary / Secondary Transition

This is what happens when a student transfers from primary school to Gladesmore Community School:

Students with an EHCP:

Students with EHCP will name Gladesmore on their EHCP at their Primary School transition Annual Review. The SENCO (Ms Davies), will receive the paperwork from the Annual Review and the most recent EHCP from the Local Authority. If Gladesmore can meet the needs of the child; the parents and Gladesmore will be notified by the Local Authority who provides the funding for the EHCP.

Students on the SEND register:

Firstly, the Line Manager for Year 7 (Ms Bardouille) and the SENCO (Ms Davies)

contact and/or visit our feeder primary schools to gather information and files relating to students with SEND who will be transferring to Gladesmore Community School. This information might include:

- expressions of concern by the student, parents, school staff or external agencies
- test scores and Key Stage 2 results in English and Maths
- Information from the primary school's SEND Register
- records of specific difficulties or impairments
- Interventions that the primary school provides for the student.

Secondly, all Year 6 parents or carers are invited to a transition meeting. At this meeting, the parents can inform Gladesmore about any SEND needs or concerns they may have about their child transferring to Gladesmore.

Finally, during when the students attend Gladesmore in September, they sit a range of assessments. These include the CATs test, which assesses a student's underlying ability; Reading test, to assess a student's level of reading comprehension; and a numeracy test to assess the student's level in maths. The results of these tests can provide an indication of whether a student has SEND and help us identify any support that we may need to put in place.

Mid-term / Year Transfer:

The school is considerably oversubscribed but in rare circumstances admits students' mid-year. In such instances staff aim to identify students with special educational needs on admission. In practice, information can frequently be sparse or missing, even for students with statements of SEN. Our standard half-termly reporting and CATs testing can point to an emerging need.

Students who already attend Gladesmore:

Some students may develop a special educational need during their school career or a need that may have previously gone undetected. These can be identified through:

1. expressions of concern by the student, parents, school staff or external agencies
2. monitoring of individual progress through:
 - Half-termly School Progress Reports
 - statistical data (e.g. test scores, behaviour patterns, absences)

We work closely with the Educational Psychologist, Autism team, speech and language service, CAMHs and refer students as appropriate.

Developing Needs

Some students' special educational needs may change. These changes will be identified through:

1. views of the student, parents, school staff or external agencies
2. monitoring of individual progress through:
 - School Progress Reports
 - Annual Reviews
 - statistical data
 - incidents

If you think that your child has SEND:

We encourage parents to contact the school with concerns.

- If your child is underperforming or experiencing difficulty in accessing in a particular subject:
Contact the subject teacher, or the Head of Faculty
- If your child is experiencing emotional, social, or behaviour problems:
Contact the Head of Year
- If your child is underperforming; experiencing difficulties in a number of areas across the school and/or causing concern regarding emotional, social or behaviour difficulties:
Contact the SENCO (Ms Davis)

The SEND that are currently provided for at Gladesmore Community School

- Cognition and Learning:
Specific learning difficulties; Moderate Learning difficulties; Severe Learning Difficulties; Global Developmental Delay; Dyslexia and Dyspraxia
- Communication and Interaction:
Speech, language and communication needs; Autism; Asperger's Syndrome
- Social, emotional and mental health difficulties;
ADHD; Anxiety; Attachment disorder;
- Sensory and / or physical needs
Visual Impairment; Hearing Impairment.

It is important to note:

At Gladesmore, we view every child as an individual. As a result, we work with every student according to his or her specific needs. We always consider the placement of students at Gladesmore very carefully.

To make sure that we can meet the needs of individual students, we look at their needs as well as the needs of the students in the current cohort that they will enter, before we make any decisions about our ability to welcome them to Gladesmore. Unfortunately, as a result, we are not able to take every child with SEND who would like to come to the school.

We carefully consider all applications and if we turn down an application, it is to ensure the positive wellbeing of the child, family and the school community.

What we do to help students with special educational needs

When a student has been identified as having SEND, the following things will be done to support them:

In line with the SEN Code of Practice, most of our pupils with SEN have their needs met in class by their subject teacher, through high quality teaching, (Sometimes known as Quality First Teaching). This may include teachers adapting what they do and differentiating tasks and materials to support the needs of individual students.

The individual programme of support is recorded and reviewed termly, to ensure that the student is making progress. The staff members responsible for the specific year group' the Raising Achievement team, and/or the staff responsible for the specific interventions do this.

Class teachers will be able to identify the students with SEN and have information as to how best to support these students through the following:

Student Information Sheet

Class teachers may need some specific information to help support individual students with SEND. If this is the case the SENCO will endeavour to ensure that students' who have been identified as such, have an Information Sheet attached to their personal profile to outline

- a summary of the student's needs;
- difficulties that the student may experience in their learning;
- strategies to help teachers support the student with their learning;
- any resources that are recommended to use to help the student with their learning.

The information used to create the Student information sheet will be provided by, parents / carers, professionals working with the student, or the student themselves.

Class teachers will be able to identify the students with SEN and have information as to how best to support these students through the following:

SIMs Information

Every student in the school has a profile page on our SIMs software programme. This programme is used for taking the register for every lesson; collecting exam and assessment levels; recording SEN and medical details.

When a student has been identified as having Special Educational Needs their primary needs are written onto the student's profile page. This means that staff are able to see whether a student in their class has any specific educational or medical needs.

If a student with SEN is unable to make progress through high quality teaching, the SENCo, Head of Year and Heads of Faculty, in discussion with the parent and student, will determine additional and different methods of support. These may include:

Keyworkers and Teaching Assistants

Every student with an EHC plan is allocated a Keyworker. This member of staff is a link between home and school. The Keyworker provides an identified adult for the student to discuss any areas

of school life that they may find challenging. The Keyworker will meet the student regularly and work on areas that the student needs to develop. The Keyworker will also contact home periodically to discuss any issues that may arise.

Students with a statement or EHC plan will also receive targeted in-class support from a teaching assistant. The level of in-class support is attained by considering a number of factors: Statutory guidance from the student's Statement or EHC plan; the student's attainment data, and discussions between the SENCO, teachers, the young person and parents

Interventions

We offer a range of interventions within Gladesmore, dependent upon the needs of the cohort of students. The intervention programmes are reviewed and evaluated regularly to ensure that we are meeting the needs of all of our SEND students at Gladesmore.

The interventions are monitored by the SENCO and a member of the senior leadership team. Data is used to check whether students are making progress. Interventions are reviewed at least twice a year to check whether it is having a positive impact. Students may also monitor their own progress on the interventions and evaluate whether it is supporting their needs.

Students with SEND are taught in the mainstream classrooms. They are taught by teaching staff who are specialists within their subject area. Teachers differentiate their teaching resources to meet the needs of all of the children in their class to ensure that every child in the class can access the curriculum subject and make progress.

Every class teacher is responsible for planning, monitoring and supporting every child in their classroom. Some classes may have teaching assistants to support children with EHCPs. They will also help with differentiation for students.

All staff are provided with a "Student Information Sheet" for all students with an EHC plan and for some students who do not have an EHCP but have significant SEN. This document explains the student's area of need and provides the teacher with strategies to support the student with their learning. Training is given to teachers to support students with a variety of needs and shown how to differentiate their curriculum area.

How do we decide which resources we can give to a student with SEN?

Students are allocated the resources according to their needs and through recommendations in their EHCP; the professionals working with the student and the parent.

The SENCO, lead professionals and parents review the student's statement during the Annual Review or at other times in the year, if it is felt that the child's needs have changed.

Several people may be involved in making decisions regarding the support an individual student will receive. These typically might include: the SENCO, Keyworker, parent/carer, the student. In addition to this, specialists such as speech and language therapists, ASD professionals and Educational Psychologists may also be involved in making decisions regarding the type of support a student with SEN will receive. This is often decided in the student's Annual Review.

The school can judge whether the support has an impact through:

- Progress Checks which are completed every 6 weeks by subject teachers;
- Subject Intervention reviews which look at the progress that students are making in each area and analyse whether students are making progress.
- Assess, Plan, Do, reviews with students and keyworkers. The student and keyworker discuss areas of concern and progress and decide whether the student needs additional support;

How do we check that a student is making progress and how we keep parents informed?

Progress Checks

Your child will receive a progress check every 6 weeks. The report is sent to parents via email. This report is completed by the subject teachers and explains how much effort your child has put into a subject, their behaviour and also their completion of homework. It will also give the National curriculum level or GCSE grade that your child is working at and their target for the end of the year. This report also gives your child's current reading comprehension age and their attendance percentage.

Parents' Evenings

Parents will get an opportunity to discuss their child's education and support at Parents' Evenings and Review Days; parents of children with statements during the Annual Review meeting.

Support we offer for children's/young people's health and general wellbeing

Tutor and Co Tutor

When a student joins Gladesmore, they are allocated a tutor group and are part of a Year Team. Every student has a tutor and a co tutor, who they see every morning at registration. Part of their role is to support the students in their group in terms of their social, emotional well-being. Students and parents are able to discuss any concerns relating to pastoral care with the Form tutor and Co-tutor.

Head of Year

The tutor group is part of a Year Team. There are 9 tutor groups in each year. The Head of Year oversees the entire Year Group and is supported by a member of the school Leadership Team. The Head of Year's role is to help co-ordinate support for the health and well-being of students in their Year group.

School Nurse

Gladesmore has a school nurse who is available at designated times in the week and also attends meetings relating to the health and well-being of students at the school.

The school nurse also liaises with medical professionals when necessary to ensure that students are getting appropriate medical support. If a student has to take regular medication during school hours, s/he will draw up a care plan for the school and the student to follow. The medicines will be administered by a designated member of staff.

Behaviour Support Team

If a student is struggling to manage their behaviour and is at risk of exclusion, there are a number of strategies that are put into place and are managed by the Behaviour Support Team. Behaviour is

monitored through progress checks and referrals to the Duty Room. If a student has become a cause for concern, they may be given a report to monitor their behaviour.

Attendance Team

The attendance and punctuality of students is recorded onto the SIMs system. If a child has gaps in attendance this will be recorded. The attendance team monitor attendance closely and identify students that are having difficulties with attendance and/or punctuality. Parents are informed and invited to come for a meeting to establish the cause and resolve any difficulties.

Specialist external services we use when we think extra help is needed

Speech and Language

We have access to the services of a speech and language therapist to work with the students who do and don't have statements. In addition, two members of the AEN team have ELKAN training.

Educational Psychology

We have an educational psychologist assigned to the school from the Local Authority. An educational psychologist is also employed to assess students for examination Access Arrangements.

Visual Impairment

We have access to services from the Local Authority's Visual Impairment team. A specialist comes in on a half-termly basis to work with our students with a visual impairment. S/he provides resources, equipment and training for students and parents of children who have a visual impairment.

Hearing Impairment

We have access to specialists from the Hearing Impairment team. Who visits the school every half term and provides resources and support for students and parents of children who have a hearing impairment. Two members of the school staff have Sign Language qualifications.

The Learning Support Team work regularly with our students with ASC and provide specialist support for students and parents; training for staff and resources for students.

Occupational Therapy

Students are often referred to the OT service through their GP. The OT does not work on site at Gladesmore; students often attend sessions at the OT service in St Anne's Hospital.

Medical

A school nurse attends the school 1 day each week. She also meets the Safeguarding Officer; young people and parents to discuss medical issues.

Access Arrangements

Ms Cameron is a member of the AEN team who is qualified to assess and implement Access Arrangements. Whilst Ms Cameron is able to assess students and recommend students for Access

Arrangements, the examinations body JQA, grants students with permission to have Access Arrangements in public examinations.

Special Educational Needs Co ordination

The SENCO is Ms E Davies. She works alongside two Deputy SENCOs Ms Maarya Desai and Ms Zelda McKay.

Child Protection

The Designated Safeguarding Lead for Child Protection is Mrs P. Jones

The training our staff have had or are getting

The SENCO and the AEN team provide training to the school staff – this is on a range of SEND needs. The training takes place throughout the year.

TA's have fortnightly training sessions on a range of subjects which are relevant to their role and the cohort of students that they are working with.

The SENCO and Deputy SENCOs are currently enrolled on the NASENCO award.

The AEN KS4 Coordinator has the CCET qualification which enables her to assess students for Access Arrangements for external examinations.

If we require additional expertise to work with a specific student, we contact the student's Local Authority to request professional support.

How we include students in activities and school trips

There are a number of educational visits and school trips throughout the year. A risk assessment is completed before a visit or trip takes place. A number of the trips are rewards for students who have made good progress in a particular subject area.

The educational visits are usually linked to specific subjects. Students with SEN are able to access the trips if they are studying the curriculum subject that it is linked to. If a student has specific needs, the student's keyworker or another member of the support staff may also attend the trip to support the student.

Parents and carers are provided with information throughout the planning stages of the educational visits and are given daily information about the group whilst they are away.

Our school environment

Wheelchair Access:

All subject areas are accessible by wheelchair. There are ramps and lifts in all of the buildings. There are also toilets, showers and changing facilities for the use of young people with physical disabilities.

Adaptations for students with a Visual Impairment

Adaptations have been made to staircases and corridors around the school.

Keyboards in music have been adapted to make it easier to find the correct notes.
Computer Software which enlarges text and graphics on computers.

How do we prepare for students joining and leaving our school?

Year 6 Transition

All Year 6 students will be attending Gladesmore in Year 7 are invited to a taster day. During this day they will meet their Form Tutor and Head of Year; attend some lessons; find out about the Gladesmore ethos; and meet a variety of teachers around the school. This gives students the opportunity to become accustomed to the school and visit

The Year 6 student will also be invited to attend 2 Saturday taster sessions and the 2 week Summer school before they attend Gladesmore in Year 7. This gives a further opportunity to find their way around the building, meet new students and staff and understand the way that the school operates.

All parents/carers are invited to a Transition evening to find out about the ethos and expectations of the school. They are also be able to meet the Form Tutor and Head of Year as well as other members of the Leadership Team.

If a student has SEN they may be invited to attend the school on additional days with a keyworker from their primary school. This is particularly useful if they have difficulties managing change or are very anxious about attending. During this visit, they will be able to ask to see specific things of interest and to meet the members of staff that they will be seeing on a regular basis once they join the school. It will also give them an opportunity to meet the SENCO and their Keyworker.

The SENCO and /or the Keyworker will attend the Annual Review of any students with statements who will be joining Gladesmore as a Year 7 student. This gives the parent and the student an opportunity to discuss any provision that they think will be necessary to put into place when the student arrives.

Year 9 Transition

At the end of Year 9, students progress from Key Stage 3 into Key Stage 4.

Students are given the opportunity to choose a number of subjects that they can succeed in at GCSE level. Parents and students are invited to attend a meeting with the Year 9 Team to learn about the option process. During Year 9, students meet with a member of the school leadership team and/or their Head of Year to discuss which options may be appropriate for them.

Parents/carers and students attend a meeting to finalise the curriculum.

Some students with SEN who are working below the expected level for their age, follow a Foundation Curriculum, which comprises of a curriculum designed to match their academic ability.

Year 11 Transition

Throughout Year 11 students are guided through the transition process by members of staff from their Year Team. Students are supported with:

- completing a CV;
- choosing appropriate college courses;
- arranging visits to colleges and 6th forms;
- preparing for interviews
- All Year 11 students attend a transition day, which enables them to meet representatives from a range of Post 16 providers and discuss appropriate courses and pathways to Higher Education or work.

Students with SEN and find the transition process challenging, they are supported by designated AEN staff and the SENCO who will liaise with the SEN staff in the further education providers. Their parents/carers will be involved in discussions about transition to further education during their Annual Review.

How parents are involved in school life?

We believe in working with parents and carers as partners. We are keen to listen to your views. Please look at the following for further information about our school and how you can get involved with school life:

Parent teacher association

Gladesmore has a thriving parent teacher association. The PTA meets on a half termly basis and aims to:

- raise funds to help the school provide 'extras' for the students;
- run social events for parents and children;
- provide support for school trips, outings and other special events;
- organise meetings to inform parents about education issues;
- provide helpful feedback to help the school continue to develop.

Journal

Every student is given a journal at the beginning of each academic year. They are expected to write down their homework and show their parents/carers when they have completed it. The journal also serves as a way of parents and teachers communicating on a daily basis. Students are expected to show their journal to parents /carers on a daily basis. Parents should sign it each week to show that they have looked at it.

Website

Gladesmore has its own website which contains news and information useful for parents and students. This site is regularly updated and can contain the most recent news and information about the school for parents and students.

School Newsletter

The school newsletter is sent home every half- term. This contains information about events that have taken place throughout the term. It also provides information for important events in the future.

If your first language is not English

Gladesmore supports parents who do not speak English as their first language. There are a number of members of staff at the school who speak a variety of languages. These members of staff are usually at parental events to translate information given by teachers to parents. They may also attend meetings with parents and teaching staff.

Who to contact for more information or to discuss a concern.

If you are worried about your child, you can talk to a number of people depending upon what you are concerned about. Your child will have the names of the following people in his/her journal. All of the people below may be contacted through the school's main switchboard.

- Form Tutor
- Head of Year
- Subject Teacher
- Head of Faculty / Department
-

If you have further queries you are welcome to contact the following professionals and members of staff through our school admin email (admin@gladesmore.com):

- Safeguarding Officer: Pauline Jones
- School Nurse: Irene Afari
- Speech and Language Therapist: Kay Shipway
- The SEN Coordinator: Emma Davies

Each local authority has a local offer, which explains what it provides for children with special educational needs. You can find out what your local authority offers by searching their website for "local offer". Haringey's local offer can be found at: <https://www.haringey.gov.uk/children-and-families/local-offer>