

Special educational needs (SEN) information report

The Gatwick School



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Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	8
10. How will the school resources be secured for my child?	8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?..	8
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	9
13. How does the school support pupils with disabilities?	9
14. How will the school support my child's mental health and emotional and social development?	9
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?	11
17. What should I do if I have a complaint about my child's SEN support?	11
18. What support is available for me and my family?	11
19. Glossary	12

Dear parents and carers,

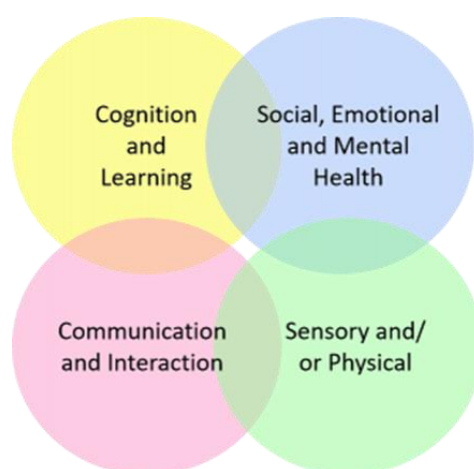
The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website under 'Policies' or you can follow this [link](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?



2. Which staff will support my child, and what training have they had?

The Gatwick School is committed to supporting all staffs understanding of SEND and have a SEN team who work in collaboration with class and subject teachers as well as external agencies and professionals so that students feel supported and can achieve to the best of their ability.

Our special educational needs co-ordinator (SENCO)

Our SENDCo Mr. Matthew Mohamed can be contacted via email at mmohamed@thegatwickschool.org.uk and is a member of the Schools Senior Leadership Team. He is supported by our SEND Consultant Ms Cassey Gaywood who is a qualified SENCO. Both have Qualified Teacher Status and have experience supporting across Primary and Secondary.

Class/subject teachers

All teachers are teachers of SEND and receive SEN training throughout the academic year, supported by the SEND and Leadership team so that expertise can be developed with the needs of pupils who have SEN being met. The Gatwick Schools training programme for the year is robust, with teachers contributing to Learning Support Plans supporting our culture of reflective and supportive practise.

Teaching assistants (HLTAs/TAs)

We have a team of TAs with some working across the Primary and Secondary school, including several higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants deliver a range of interventions including ones that focus on Emotional Literacy, Social communication skills, Literacy and Numeracy interventions. We use a range of online resources to support with programmes focussed on skills such as Touch Typing and Phonics skills.

The SENCo and Consultant SENCo support with planning and quality assuring the delivery of these so that students outcomes are personalised supported by the appropriate provision. This year TAs will have Emotion Coaching, Zones of Regulation and study skills training.

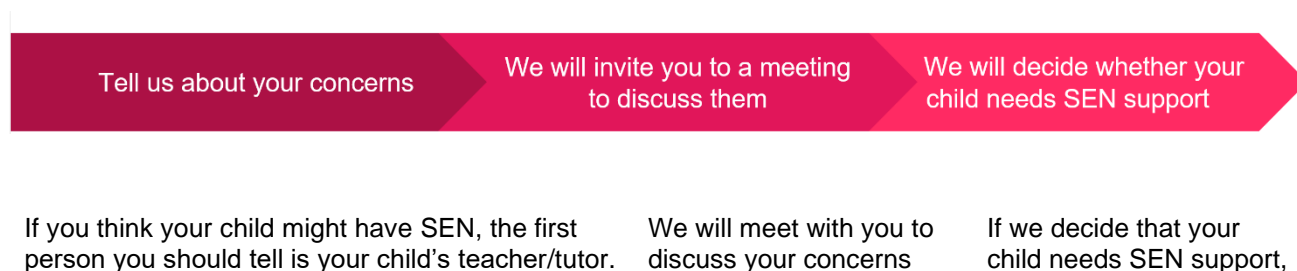
External agencies and experts

As a school we are proud to be part of the Autism in Schools Programme which has enabled us to work with Communication and Interaction specialists to train all members of the SEND team in understanding Autism and Inclusive practise. We have engaged with support from this team to review practise as well as Teaching and Learning strategies across the school to further embed High Quality Teaching Inclusive strategies.

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Autism and Social Communication Team
- Childrens Development Centre keyworkers and staff
- Education welfare officers
- Hearing Impairment Team members
- Visual Impairment Team members
- Dyslexia specialist teacher
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



You can do this via email with all staffs emails on the website. This can be found via the contact us link included here

<https://www.thegatwickschool.org.uk/contact-us-1>

They will pass the message on to our SENCO, Mr Mohamed, who will be in touch to discuss your concerns.

You can also contact the SENCO Mr Matthew Mohamed directly via the following email

MMohamed@thegatwickschool.org.uk

and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

we will formally notify you in writing and your child will be added to the school's SEND register with provision and targets agreed.

4. How will the school know if my child needs SEN support?

All our class teachers have an understanding SEN and are keen to identify any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include students requiring equipment to support them in accessing work such as colored overlays or extra time to complete a task, or could see them seek adult support to interact with peers or express their thoughts and feelings.

If the teacher notices that a pupil is not making expected levels of progress, they will try to identify what gaps there may be in their understanding or skills which can lead to them seeking support from the SEND team to observe any barriers to their learning.

Initially the teacher will try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition or use differentiated resources to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. We use a range of identification tools and screener assessments to obtain individualised strengths and weaknesses and use these as a way of identifying SEN.

A member of the SEN team who knows the pupil well will observe them in the classroom and or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

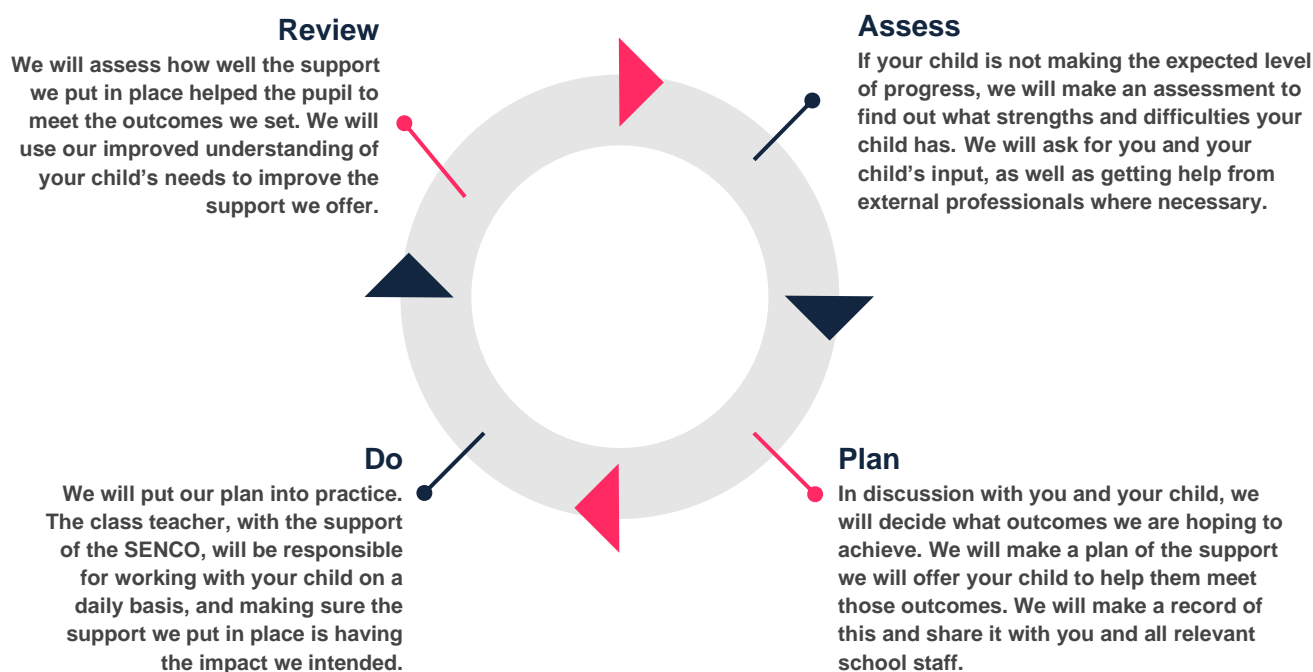
Based on all this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing and may be asked to come into school to join a meeting to discuss the support and next steps.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

The Gatwick School firstly identifies a child's strengths and difficulties so that a Learning Support Plan can be created with targets agreed, we follow a graduated approach which sees progress tracked and support amended as appropriate.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve, these outcomes can be taken from professionals reports, recommendations from screener tools and include a young person's wishes considered.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Dependant on the intervention and support reports and meetings will be scheduled and provided so that progress can be tracked and next steps considered. Those delivering interventions will have direct communication with you with students identified as having SEND needs being allocated a keyworker. The keyworkers role is to support the pupil in school in considering the progress they are making and how they feel about the support they are receiving. They will share information with parents/carers and professionals working with the pupil and family so that all are well informed.

Information which will be shared includes:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may attend meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Contact details for school staff can be found on the school's website under the 'Contact Us' tab, the link for this page is included here <https://www.thegatwickschool.org.uk/contact-us-1>

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

All teachers are teachers of SEND and so Teaching and Learning continued professional development and training equips them with skills they needed to deliver High-quality Teaching to all pupils. 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when recommended by professionals and or if they have an EHCP stating this is the provision required
- Teaching assistants will support pupils in small groups when pupils require support with pre and post teaching of skills and curriculum studies

- Passes which allow SEN students to have a 'Ready to Learn' or movement break to enable them to regulate and refocus

Specialist and school targeted interventions are part of our contribution to West Sussex's local offer which can be found by following this link <https://westsussex.local-offer.org/>

9. How will the school evaluate whether the support in place is helping my child?

Learning walks are carried out throughout the school day where staff provide support and reflection opportunities for class teachers in relation to the progress students are making. Students with SEN have LSP's which are reviewed regularly by the class teacher and member of staff who is completing 'Learning Walks', these observations along with assessment data see targets and outcomes measured quantitatively and qualitatively.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after the agreed number of sessions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

West Sussex allocates each school a Notional SEND budget which is used in the first instance to provide classroom support and the delivery of interventions. School resources for the academic year are reviewed and agreed by the Leadership Team with these discussions being informed by progress reports obtained from the previous delivery of them.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. Where a student exceeds the allocated recommendation of 20 hours of support a week an EHCP will be pursued.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Members of our SEN and pastoral team run and attend extra-curricular clubs so that pupils feel supported by staff they have an established relationship with.

All pupils are encouraged to go on our school trips, including our residential trips which happen across the year groups.

All pupils are encouraged to take part in sports days, workshops, curriculum enhancement events with planning around these considered to support individuals to be able to participate fully.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Primary students

Transfer Members of the Learning Support Services Department will visit the Nursery and Pre School feeder schools during the summer term to meet the Managers of the settings. Where a student is identified as having a SEN/D need an enhanced transition package will be offered which is co-ordinated between the SENDCO and Primary Head of School. Please see our schools primary admissions policy which includes further information about the processes and transition packages.

Secondary students

Whenever possible the Assistant Headteacher for SEN/D attends the Year 6 Annual Reviews of students who intend transferring to The Gatwick School, when this is not possible another team member attends. All papers including KS2 results are transferred with the student. At the end of June/beginning of July the Admissions Officer coordinates the data received from the transfer forms, from the Learning Support Services department visits. This information is made available to all staff so that forward planning can take place. Where appropriate the Assistant Headteacher for SEND will meet with the parent/carer and students to plan for support before transfer to the School. Detailed information regarding each student's SEN/D is then made available to all staff via the Arbor system and updates.

13. How does the school support pupils with disabilities?

The Gatwick School works closely with outside agencies and services to ensure that reasonable adjustments are made to support individuals in moving safely around the building. For example, the Visual Impairment team have accompanied site staff on facility walks and advised on materials such as protective film coating and fluorescent stair strips making the school suited to individuals with SEND needs.

Where required, physical assistants are deployed in practical lessons so that pupils can participate fully in the curriculum and use equipment safely. Where applicable specialist equipment is sourced such as screens, assistive technology and supportive chairs and tables.

The Gatwick School's Accessibility Plan can be found on the school's website, alternatively you can follow this link to it <https://www.thegatwickschool.org.uk/policies>

14. How will the school support my child's mental health and emotional and social development?

The Gatwick School provides support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and take on roles and responsibilities to raise the profile of SEN
- We provide extra pastoral support for listening to the views of pupils with SEN by having Pastoral Teams integrated into the year teams
- We have ELSA trained staff who lead interventions
- We have a therapy dog who comes into school twice weekly, with students taking him on walks outside to get active and talk about their feelings

- We invest in Forest School where team building and resilience are focussed on through a small group opportunity
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by promoting healthy and safe relationships and British values through our PSHE curriculum

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We feel proud at The Gatwick School that many of our Primary students stay with us through to Secondary which allows us to provide a robust transition programme. For those joining us from other schools we liaise with their former setting, co-ordinate settling in meetings and events and send packs to help pupils and parents familiarise themselves with the our schools culture and ethos.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for our Primary team)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
-

Between phases (for our Secondary team)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Emma Kenyon (ekenyon@thegatwickschool.org.uk) and Nirali Nagji (nnagji@thegatwickschool.org.uk) are the designated staff for supporting looked after children at the Gatwick School.

Emma Kenyon and Nirali Nagji will work with Matthew Mohamed, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The Gatwick School Complaints [policy](#).

Any complaint should be made within 3 months of the incident and should be made to the Headteacher or the Director of Education and standards.

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The panel's decision is final. If you are unhappy with the outcome, you may wish to put your complaint to the Secretary of State. Complaints can be submitted online at <https://www.gov.uk/complainabout-school>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Sussex's Local Offer where this information can be found and support provided <https://westsussex.local-offer.org/> if you are based in Surrey please see their Local Offer <https://www.surreylocaloffer.org.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://westsussexsendias.org/> West Sussex SENDIAS

<https://www.sendadvicesurrey.org.uk/> Surrey SENDIAS

Local charities that offer information and support to families of children with SEND are:

<https://www.reachingfamilies.org.uk/> Reaching Families – West Sussex support SEND team

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage