



SEND Policy 2024/25

Review		
Directors	Adele Lord-Laverick	Georgina Gowthorpe
Principals	Adele Lord-Laverick	Georgina Gowthorpe

Document Status	Date	Responsibility	Date of next review
Creation	09.24	Adele Lord-Laverick Georgina Gowthorpe	Sept 2025

Signed	Adele Lord-Laverick	
Signed	Georgina Gowthorpe	

Introduction

This policy has been produced in line with legislation and complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (January 2015). This policy has been developed with reference to the following guidance and documents:

SEND Code of Practice 0-25 years (January 2015)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting Students at school with medical conditions, (updated August 2017)

This policy has been developed in conjunction with staff and shared with parents via the school's website. The policy aims to describe our vision for our Students and young people and the way in which we aim to meet the needs of the students in this school all of whom are identified as having Special Educational/Additional Needs.

It is our aim for The Lord Gowthorpe's School to be an outstanding learning community in which all students enjoy learning, feel valued and safe. We aim to provide an environment of respect, inclusion, equality, aspiration and celebration. This will enable students to achieve, develop healthy lifestyles, engender a life-long desire to learn and to prepare them for adult life.

Definition of Special Educational Needs (SEN)

“A Student or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A Student of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice January 2015

SEN Co-ordinator

The school's SEN co-ordinator and Inclusion lead is Georgina Gowthorpe. However, as all teachers are working with students and young people with an Education, Health and Care Plan, there is a collective responsibility on all teachers to ensure high quality and precision teaching is provided for all children. Any concerns are reported directly to the co-ordinator who will work with staff to quickly resolve concerns.

The Head teacher has overall responsibility for ensuring that the SEN policy is implemented throughout the school, and is revised and updated as and when necessary. The two Directors of Learning have a day to day responsibility for students' well-being and to ensure appropriate curriculum delivery across the school.

Class teachers ensure that recommendations identified within a Student's Education, Health and Care Plan are in place, in collaboration with colleagues and external agencies, identifying needs, monitoring and assessing programmes of work, and keeping accurate and relevant records.

The role of the Learning Support Assistants (LSAs) is to assist the teacher in the implementation and delivery of the objectives identified within the Student's Education, Health and Care Plan. This creates a student's personalised and precise learning timetables.

Our Aims

- To provide a curriculum which caters for the development of the whole student; a curriculum which allows each individual to fulfil their potential intellectually, physically, emotionally and socially.
- To give every student the information, stimulation, support and motivation to enable them to reach their personal potential - educationally; physically and socially, in an environment which inspires confidence and empowerment
- To enable success for all students regardless of their level of need
- To concentrate on ability not on disability
- To develop life, social and problem solving skills
- To develop a Student's educational potential whilst meeting their social emotional mental and emotional health needs within a holistic ethos
- To provide a high quality learning environment
- To encourage a learning environment which is safe, orderly, attractive, lively and student-centred
- To maximise learning time and (within an academic culture) emphasise achievement

- To encourage and support effective, focused teaching which is efficiently organised with clarity of purpose
- To rigorously monitor progress both in terms of student performance but also evaluating the performance of the school
- To meet the needs of all students through differentiation and appropriate matching of learning objectives to student need, and through flexible teaching strategies
- To regularly monitor and review each individual's progress through the use of rigorous recording processes
- To consult with the student wherever appropriate about their needs and progress
- To provide equality of opportunity for all students
- To work in partnership with parents and to consult with them on a regular basis around issues related to their student's progress
- To keep Governors informed of all aspects of school development and encourage an environment where challenge is welcomed
- To work in co-operation with external agencies as appropriate

What are the kinds of special educational needs for which provision is made at Lord Gowthorpe's School?

This is a specialist school for pupils who have a special educational needs and disabilities (SEND). We support pupils aged 11 – 16 with a wide range of special educational needs in the areas of communication and interaction, cognition and learning and physical and sensory. Our designation includes children with the following Special Educational Needs;

We have one site with a capacity of up to 15 pupils.

Admissions to the school are allocated by the Local Authority. For further information, the admission policy is available on our website.

Please refer to our Curriculum section of the website for detailed information regarding our educational provision.

How we identify children with SEND and assessing their needs

All children who attend Lord Gowthorpe's School have already been identified prior to starting as having SEND and have an Education Health Care Plan (EHCP), this

assessment has usually been undertaken as a condition of admission, on rare occasions we are asked to provide an assessed place for a child.

All pupils within their first few weeks of admission are baselined by school staff and throughout their schooling are assessed by relevant staff as to the progress they make. We have specialist staff who assist in this, as identified later in this report.

What is the provision for pupils at Lord Gowthorpe's School and how is it evaluated?

The staff and governors of the school have agreed our Aims and Ethos Statement, which is a set of principles that creates and leads our vision for the school. Our Aims and Ethos Statement represents a commitment to our pupils to support them to achieve best outcomes on a holistic basis to support the next stage in their lives.

Our mission statement is to provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

This vision is underpinned by our aims and ethos of Respect, Kindness, Individuality, Aspiration and Independence.

Arrangements for consulting and involving families of children with SEND

There are many ways in which we meet and involve parents in their child's education, these include;

- Termly sharing of EHCP termly goals
 - Termly sharing of curriculum plans
 - Termly families evenings
 - Virtual meetings- via Teams
 - Annual review meetings
 - Individual need led meetings
 - Family informal coffee mornings
 - Other agency meetings
 - Home school planners, Class Dojo and other forms of personal communication.
 - Training courses delivered to parents by staff in school

Correspondence home

School employs two staff who are safeguarding and Attendance Officers to assist families and pupils to attend school regularly and be safe.

Teaching assistants and class teachers are the key contacts for families, they correspond with families via Home school planners and other forms of personal communication.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

The school has a holistic approach to assessing and reviewing the progress of pupils and use various systems to do this, which include;

Progress is recorded and evaluated using a number of different ways. Use of progress ladders to capture day to day and small step progress, tracking systems to record termly or key points of progress.

Education Health Care Plan learning outcomes are central to setting annual targets at Annual Reviews with families, pupils and health professionals achieve through the year. These are co-produced with pupils where possible and their families. The outcomes on the EHCP documents are broken down into smaller goals each term, which are shared with families and pupils. At the end of each term they are evaluated as being met or not and this information is shared with families and pupils.

Arrangements for supporting pupils moving between phases of education and Preparing for Adulthood.

When pupils join the school, they should, where possible be phased in, we try provide opportunities for them to spend some time with the proposed class, children and staff, prior to starting full time at Lord Gowthorpe's. These arrangements are flexible in terms of the duration of the transition to ensure that the individual needs of the child and their family are met.

For pupils who are currently attending school and are transferring from Key Stage 2 to Key Stage 3 at the end of Year 6, arrangements made to experience life in the secondary department during the second half of the summer term. School staff will liaise closely with parents, feeder schools and health professionals to ensure that we have all the information we need in order to help a child transfer into school.

Our EHCP and termly goals include the strands of Preparation for Adulthood. This is important to focus on as it encompasses our mission statement. These areas are:

- Independence
- Good Health
- Employment
- Friends, Relationships and Community

The approach to teaching children and young people with SEND

All children are placed in appropriate class groups, by Key Stage and grouped into the following pathways, formal learners, formal pastoral learners and semi-formal learners, which reflects their style of learning.

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Lord Gowthorpe's

School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Our curriculum is based around the principles of Preparation for Adulthood and the themes are woven through the whole curriculum offer, from Early Years through to year 11.

Specific strategies are also embedded in the curriculum to enable communication and independence such as a total communication approach, Emotion Coaching, ELSA and Attention Autism. We offer a broad and balanced, curriculum that promotes active engagement, learning and success in generalising skills and knowledge across the curriculum and beyond. Our Semi Formal and Formal Pastoral pathways focus on developing key skills that equip children and young people for their time in school and life beyond the school. Our Formal pathway curriculum is designed to offer appropriate weighting of subject delivery to meet all needs of the pupils. Our curriculum is responsive to each learner building on individual strengths and interests.

Curriculum Implementation

- The curriculum is structured to identify individual start points to allow progress to be ipsative.
- Pupils access the curriculum using a stage not age approach, that is developmentally appropriate to ensure a clear sequence of learning that considers young people's needs and interests.
- Learning is organised into curriculum pathways based on student need and starting points.
- Curriculum planning is a collaborative process led by pathway or specialist subject leads.
- Immersive and contextual learning opportunities are provided in order to support progress in holistic learning and towards the pupil's aspirations. Teachers teach and lead the work of the class and we use Higher Level Teaching Assistants to support learning and lead learning under the direction of teachers.

How adaptations are made to the curriculum and the learning environment of pupils with SEN.

Our curriculum is specifically designed to meet the diverse needs of all of our pupils.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.

All staff have clear job descriptions which detail the required qualifications and competences for each post in school. All staff have an extensive Continuous Professional Development programme related to the demands of their role and the needs of the pupils whom they are allocated to support.

Teachers and teaching assistants have undertaken ongoing specialist CPD in a wide range of areas. Training is strategically planned in collaboration to ensure that it aligns with the needs of our pupils and the school development plan. It also aligns

with statutory guidance. There is a shared awareness of, and commitment to ensuring that staff skills and competences remain up to date. Other staff continue to gain a range of certificates to mark their commitment to courses such as Higher Level Teaching Assistant, Paediatric First Aid. The school Lead for CPD is Headteacher Georgina Gowthorpe and staff are proactively encouraged to discuss their own CPD needs and opportunities as a vital aspect of their performance management. We deliver regular Safeguarding training to all staff, including Governors, which complies with statutory requirements.

School staff have high expertise in the aspects of SEND relating to our pupil population and ongoing staff training keeps staff up to date with current research and practices. Specific staff have expertise and qualifications in;

Curricular subjects

Attachment awareness

Emotion coaching

Autism

Makaton

Reading intervention and support
Team Teach (Physical Intervention)

Language & communication specialists

Outdoor Education and learning instructors Forest School instructors

Equine therapy trained staff

Equine Riding Instructors

Evaluating the effectiveness of the provision made for children and young people with SEND

The school has effective self-evaluation systems, which ensure that we know clearly how well we are performing and how well pupils are progressing, this is shared with a variety of improvement partners for validation. Including LAs and Governing Body.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND.

All pupils who attend Lord Gowthorpe's School have SEND.

Support for improving emotional and social development

The ethos of the school underpins all our work, this sets the tone for what we do. Pupil achievements and attainment are directly linked to their overall wellbeing, developing resilience and confidence to overcome difficulties which they may well face, both now and in the future.

The school sets targets for all our pupils at EHCP Annual Review with parents, which are central to pupils learning throughout the year.

The school uses Emotion Coaching and ELSA as a strategy that is part of Quality First teaching. These strategies are used across the school to support children to understand themselves and regulate their emotions and behaviour.

How accessible is Lord Gowthorpe's School?

Our school is on the first floor of our building, with one flight of stairs. The classrooms are all on one level. We have changing facilities for children who require personal and intimate care support.

Curriculum resources and equipment.

We continue to review and enhance curriculum resources in response to the new curriculum developments across the key stages as and when the changes are implemented and to ensure that we remain robust in our ability to meet the specific needs of all pupils.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

We aim to work closely with parents and carers so that all children can play and learn happily at school. We view all complaints in a positive way, as it helps the school improve its practices. However, sometimes problems do occur and the best person to talk to first is usually your child's class/form or subject teacher.

If you are still worried or concerned, the Head teacher will be happy to talk to you at a mutually convenient time. Please contact the school office to make an appointment to talk to the Headteacher or write to the Headteacher explaining your complaint and what you would like to happen now. This is part of a full procedure which all schools have in place and has been approved by the Governing Body. If this process cannot resolve the matter, you should then write to the Chair of Governors, Mrs Caroline Potter. Our complaints procedure is available on the website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Mowbray School and in supporting their families?

The governing body are aware of the wide range of staff working together within the school to support the children, young people and their families. The governing body consists of professionals with a range of appropriate skills and knowledge, and they provide a consistent monitoring of practice to ensure that children and families' voices are captured and all pupils' needs are met.

The process of reporting to the governing body ensures that they are informed of the relationships with other stakeholders and the effective collaborations in place at school. Classroom staff are employed directly by the school. This includes teachers, teaching assistants and pupil support assistants. When required, agency staff are recruited on a short-term cover basis, and we work closely with approved agencies to ensure that agency staff have the prerequisite skills and competences to support the class team. Administrative staff are also employed by the school.

The nature of our pupil population means that we cannot work in isolation from other agencies. We work in strong partnership with many agencies. The Health service base Speech & Language Therapists in school. School additionally employs four communications assistants within our own staff team.

Occupational and Physio Therapists work with pupils and staff to deliver programs. Visual and hearing support staff from the LA work with staff and pupils where needed. All these professionals regularly visit school, training and advising staff and working with children and young people who are on their case load and in close collaboration with school staff to support best holistic outcomes.

Home to School Transport is organised by the Local Authority.

There are social workers for children/young people with disabilities who are employed by the Local Authority. The school employs our own safeguarding and Attendance Officers to work with families to support good attendance to school, focus on safeguarding and pupil wellbeing, these posts are funded from the pupil premium.

Children's Social care, Compass Reach and the LA Early Help service work closely with school staff.

We work with the Local Authority and Disabled Children's services to provide extended learning and engagement opportunities after school and in the holiday periods. We have run a summer school /Pony club.

All contact numbers for the above support services, are available from school. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any communication from families is dealt with in the most efficient way.

Where is the information on the North Yorkshire local offer published?

Local Authority Websites illustrate the Local Offer for children with Special Educational Needs and Disabilities and their families.

Our school website can be found here:

<https://www.lordgowthorpes.co.uk/>