

Gonville Academy SEND Information Report

At Gonville Academy, our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. We are fully committed to offering an inclusive curriculum, using Quality First Teaching, to ensure the best possible progress for all of our children, whatever their needs or abilities.

The Inclusion Quality Mark have recognised our strong inclusive practice by awarding us to be an IQM Centre of Excellence. The IQM Inclusive School Award confirms that we:

- Raise achievement for all students
- Promote access and diversity
- Create an environment which provides opportunities for all to succeed and achieve high standards
- Constantly strive to improve the inclusive nature of schools

At Gonville, we provide appropriate curricular provision by:

- Teaching children with SEND with their peers, in the classroom by providing full access to the curriculum, at their level
- Differentiating, grouping and scaffolding with additional support from the Class Teacher and Learning Support Assistants
- Delivering daily/weekly Interventions consisting of 1:1 and/or small group support in a quiet, distraction free environment

We fully respect and understand that children:

- Have different educational and behavioural needs
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Early Identification

Early identification of children with SEND is a priority and we closely monitor the progress of all children. To be able to ensure we adhere to this:

- Staff are trained and are experienced at identifying and supporting a range of difficulties – learning, speech, language and communication, social, emotional and mental health
- The progress of all children is monitored closely, using observations, assessments and close staff liaison
- Data is analysed half termly at Pupil Progress Meetings where areas of difficulty and each child's needs and progress is discussed
- By monitoring the children carefully, early identification is achievable and support can be implemented, with urgency

SEND - The Graduated Response

When it is identified that a child, despite receiving differentiated learning opportunities in the classroom, is not making the required amount of progress, the Graduated Response process, as outlined in the SEND Code of Practice 2014, commences. During the Graduated Response process, the Class Teacher will gather information about the child. The use of strategies and appropriate learning tasks for the child will be discussed with the Special Educational Needs Coordinator (SENCO). Within school, this means that, in agreement with the child's parents, they will be placed on the school's Special Educational Needs Register so that provision to meet their needs can be planned for and effective support is put in place to remove barriers to their learning. These children are provided with a Passport (personalised Individual Education Plan) or, if necessary, an EHCP (Education, Care and Health Plan) application will be made, depending on their specific needs.

Passports

A Passport is a personalised learning plan, which outlines a child's needs and aims to build on their strengths. Each Passport contains three SMART targets based on the principle concerns. Sensible time limits for achievement and review are set. Passports list the names of any professionals involved and any additional provision that the child receives. The Class Teacher writes the passports in conjunction with the child's parents and carers, the SENCO oversees the passports. Throughout all stages of support, we feel it is vital that our parents and carers are well informed. As children progress and when they no longer require additional support, they will be removed from the register.

Interventions

Our English approach at Gonville serves as a whole school reading intervention, as each individual child's reading ability is accounted for during teaching and learning. Therefore, a child participates at their individually appropriate reading stage, whilst receiving age related teaching within an English (SfA) lesson. In this way, the stage of the child's learning is met and each child is exposed to texts beyond their stage of learning. This method of vertical streaming ensures that children's learning is not capped and that children are able to make progress at a pace appropriate to their level of understanding.

In addition, we offer a range of interventions, which are determined by the needs of our children. These change from time to time, to accommodate differences in cohorts and needs. Support consists of:

- Speech and Language Therapy
- Oracy
- Phonics
- Social Skills
- LEGO based Therapy
- Thrive

This year, we are introducing Thrive, which is a therapeutic provision, which is tailored for each individual child. It is based on regular assessments of a child's emotional

and social development. This is then tracked alongside the child's academic progress. Further information about the Thrive approach can be found at: <https://www.thriveapproach.co.uk/approach/>

External Support Agencies

Outside agency support is highly valued and we have close working relationships with the following organisations:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Physiotherapy Service
- CAMHS
- Virtual School for Children Who are Looked After
- Croydon Sensory Support Team

Objectives for SEND Provision

At Gonville Academy, we aim to:

- Identify children, who require additional support, as early as possible by assessing, recording and regularly reviewing their progress and needs
- Provide learning programmes designed to meet the needs of individual pupils
- Enable every pupil to experience success
- Ensure that parents and carers are able to play their part in supporting their child's education
- Work collaboratively with parents and carers, other professionals and support services
- Involve the child, to encourage a move from dependent to independent learning

SENCO at Gonville Academy

The SENCO at Gonville Academy is Emma Bullworthy who can be contacted through the school office. Emma is a qualified teacher and experienced in this role. She has been in post since September 2017 and achieved the National Award for SEN Co-ordination in January 2020. Emma is a member of the Senior Leadership Team.