

The Gilberd School Additional Needs Information Report



What kinds of special need do we provide for at The Gilberd?	<p>The Additional Needs department provides support for students across the 4 areas of need as laid out in the SEN Code of Practice 2015:</p> <ul style="list-style-type: none">• Communication and interaction (ASD*, SLCN)• Cognition and Learning (Learning difficulty)• Social, emotional and mental health difficulties (ADHD, ADD, Anxiety, ODD, OCD)• Sensory and/or physical needs (Physical, visual, or hearing impairment, sensory processing disorder) <p>*see key terms at end of document</p>
How does The Gilberd School identify and assess students with SEND?	<p>Pupils are identified as having Additional Needs and their needs assessed through:</p> <ul style="list-style-type: none">• Information from previous schools/key stages• KS2 results, baseline testing, feedback from teaching staff and observations• Referrals from parent• Student referrals• Information/reports from the medical profession <p>Further information can be viewed via the Additional Needs Policy (within the Policies section of the website)</p>
What is The Gilberd School's approach to teaching pupils with SEND?	<p>Provision for students with Additional Needs includes:</p> <ul style="list-style-type: none">• Quality first teaching, with appropriate adaptive strategies in place (linking to the Essex Ordinarily Available recommendations)• Extra adult support in classrooms where appropriate,• Personalised provision through time limited programmes• Personalised provision through adapted spaces, resources, and interventions <p>Further information can be viewed via our Equality Plan (within the Policies section of the website).</p>

<p>How does the Gilberd School evaluate the effectiveness for provision made for pupils with SEND?</p>	<p>Appropriateness and impact are measured via the Assess, Plan, Do, Review cycle (at least termly). An annual report is produced for the governing body. Our Additional Needs Information report and Additional Needs policy, posted on the website, is reviewed annually.</p>										
<p>What arrangements are in place for assessing and reviewing pupils’ progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?</p> <p><u>One Plan for:</u></p> <p>Date of Meeting: 12/6/24</p> <table><tr><th>Needs:</th><th>Outcomes</th><th>Expected Progress/Impact</th><th>Provision</th><th>Review of progress towards outcomes</th></tr><tr><td><p>struggles to regulate his behaviour in and around the school. He has a high sense of justice and can be triggered by other students in noisy lessons. is sensitive and can become very emotional.</p><p>has received various suspensions (internal and external) and these are often linked to Defiance, Use of aggressive language and refusal to follow instructions. has completed an intervention with EYPDAS earlier in the year after an incident with a vape.</p><p>is currently on the waiting list with paediatrics to explore traits of</p></td><td><p>will be able to self-manage his emotions more consistently so that he can avoid conflict.</p><p>will be able to express his frustrations to key staff, avoiding escalations and challenging behaviours.</p><p>will be able to identify the positives in his day</p></td><td><p>Less suspensions/RRs (removals from lesson)</p><p>Increased use of exit card (to come to G block to regulate with key staff)</p><p>Improved understanding of his triggers and how to manage these</p></td><td><p>Quality First teaching</p><p>Pupil passport</p><p>Exit Card (to come to G block)</p><p>PSP: review meetings every 2 weeks</p><p>Paediatric referral</p><p>Set move in Maths.</p></td><td><p>has turned a corner with his behaviour. Mum has seen a real change at home: he is more talkative and has received less detentions. LPA reports that he has been using his exit card really effectively and he appears to be so much happier in himself. The positive feedback is feeding into his progress and making him feel good.</p><p>Mum feels that her meeting with me and the passport is the things that made the big difference; feels listened to and his IBP (PSP) is positive for the last 2 weeks.</p><p>The one area that we need to work on is punctuality –is arriving late to lessons and this is tarnishing his progress. LPA also questioned whether this was helping his</p></td></tr></table>	Needs:	Outcomes	Expected Progress/Impact	Provision	Review of progress towards outcomes	<p>struggles to regulate his behaviour in and around the school. He has a high sense of justice and can be triggered by other students in noisy lessons. is sensitive and can become very emotional.</p> <p>has received various suspensions (internal and external) and these are often linked to Defiance, Use of aggressive language and refusal to follow instructions. has completed an intervention with EYPDAS earlier in the year after an incident with a vape.</p> <p>is currently on the waiting list with paediatrics to explore traits of</p>	<p>will be able to self-manage his emotions more consistently so that he can avoid conflict.</p> <p>will be able to express his frustrations to key staff, avoiding escalations and challenging behaviours.</p> <p>will be able to identify the positives in his day</p>	<p>Less suspensions/RRs (removals from lesson)</p> <p>Increased use of exit card (to come to G block to regulate with key staff)</p> <p>Improved understanding of his triggers and how to manage these</p>	<p>Quality First teaching</p> <p>Pupil passport</p> <p>Exit Card (to come to G block)</p> <p>PSP: review meetings every 2 weeks</p> <p>Paediatric referral</p> <p>Set move in Maths.</p>	<p>has turned a corner with his behaviour. Mum has seen a real change at home: he is more talkative and has received less detentions. LPA reports that he has been using his exit card really effectively and he appears to be so much happier in himself. The positive feedback is feeding into his progress and making him feel good.</p> <p>Mum feels that her meeting with me and the passport is the things that made the big difference; feels listened to and his IBP (PSP) is positive for the last 2 weeks.</p> <p>The one area that we need to work on is punctuality –is arriving late to lessons and this is tarnishing his progress. LPA also questioned whether this was helping his</p>	<p>These arrangements include:</p> <ul style="list-style-type: none">• Graduated approach: Assess, Plan, Do, Review (One Plan).• Data tracking for pupil progress.• Support plans and EHCP reviews.• Observations and follow up.• Parent meetings 3 times a year (termly).
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<p>How does The Gilberd School make adaptations to the curriculum and the learning environment with pupils with SEND?</p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none">• All relevant staff receive a copy of the student’s pupil passport.• Groupings that target specific levels of progress.• Adaptive/adapted resources and teaching style.• Appropriate choices of texts and topics to suit the learner.• Access arrangements for tests and examinations.• Additional adult support.• Provision of specialist equipment for students with a disability.										

What additional support for learning is available to pupils with Additional Needs at The Gilbert School?	<p>Students receive extra learning support via:</p> <ul style="list-style-type: none"> • Literacy interventions (Phonics, Reading fluency) • Numeracy interventions • SEMH: 1:1 ELSA mentoring, External counsellors • ASD: Social communication groups, Lego-therapy

How does the Gilbert School enable pupils with Additional Needs to engage in the activities of the school (including physical activities) together with children who do not have Additional Needs?	<p>The Gilbert is an inclusive school and students with Additional Needs are, wherever reasonable adaptations allow, provided with the same opportunities to engage in activities as students without Additional Needs e.g.</p> <ul style="list-style-type: none"> • School production • Sport's day • Danbury Camp • Trips abroad • CCF (Combined Cadet Force) • PE Lessons • Practical lessons such as DT • GCSE Option subjects
What support that is available for improving the social, emotional and mental health of pupils with Additional Needs?	<p>Students at The Gilbert School are well supported by:</p> <ul style="list-style-type: none"> • Safeguarding and Trauma Perceptive Practice training for staff • An anti-bullying policy which all students and staff have signed up to • A social, emotional and mental health support team that provides programmes

	<p>such as Emotional Literacy (inc. stress, anger management), 1:1 mentoring (targeted support for individual pupils)</p> <ul style="list-style-type: none"> • RSE education across the year groups via drop down days, enrichment week, subject lessons, and form group discussions.
Who is the SENCO and how can they be contacted?	<p>Miss Lindsay Parker Mr Simon Auton lpa@gilberd.com sau@gilberd.com 01206 842211 Assistant SENCO</p>
Who is the Additional Needs Governor and how can they be contacted?	<p>All governors at The Gilberd School have responsibility for Additional Needs Chairofgovernors@gilberd.com</p>
<p>What expertise and training do staff have in relation to children and young people with Additional Needs?</p> <p>How is specialist expertise secured?</p>	<p>An audit of staff expertise in SEND undertaken annually</p> <ul style="list-style-type: none"> • Our SENCO holds the NASENCO qualification, is a qualified teacher and is an exam access assessor. • Our Assistant SENCo holds the NASENCO qualification, is a qualified teacher and exam access assessor. • Effective use of adult support for Literacy and Mathematics. • Individual training re: SLCN, ASD, Numeracy, Dyslexia, Phonics; staff engaged in diploma and degree programmes. <p>We engage specialist expertise from a range of external services e.g. EP Support, EWMHS, Parent Support Worker, Family Solutions etc, Specialist Teacher team.</p> <p>We are a placement school for the BSc and MSc in Speech and Language Therapy, in partnership with Essex University.</p>

How do we secure equipment and facilities to support children and young people with special educational needs?



We work closely with the specialist teacher team, occupational therapy, physiotherapy, and paediatric service to make reasonable adjustments for students with Additional Needs, for example:

- Coloured overlays
- Laptops/iPads
- Task lights
- Specialist seating
- Disabled toilets
- Writing slopes
- Threshold strips
- Wheelchair ramps

What arrangements are in place for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?

The SENCO/Assistant SENCO/Learning Needs Support Manager meets the parents of students with Additional Needs 3 times a year (1 of which will be a parents' evening) to review progress and set targets/provision for the following term. The school also consults parents via:

- Additional Needs Parent Voice group
- Telephone Text
- Postcard
- Parent View
- Parents' Evening
- Family Liaison Officer
- Curriculum Evenings

What are the arrangements for consulting young people with special educational needs about and involving them in their education?



Student Views Spring Term

Name:	Date:
What is working or going well?	What isn't working or going well?
What would you like to improve?	What are your aspirations for the future?
Outcome:	Any other information

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The learning support department gathers views of students with Additional Needs 3 times a year, and this helps inform the one planning process. The school also seeks student views via:

- School Council
- Annual Reviews
- Personal Interviews
- Teaching and Learning Student Groups (each year group)

<p>What arrangements are made by the Governing Body relating to the treatment of complaints from parents of pupils with special education needs concerning the provision made at the school?</p>	<p>We have a detailed complaints policy. This clearly sets out the procedures to follow if you have a complaint. Please see the Policies section of the school website.</p>
<p>How does our Governing Body involve other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special education needs and in supporting the families of such pupils?</p>	<p>The governing body's policies in regards Additional Needs, safeguarding, equality and welfare make explicit the duty of the school to make referrals or seek advice/support from the local authority and other outside bodies to meet the needs of children with Additional Needs. Please see the Policies section on our website for further information.</p>
<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p> <div data-bbox="203 740 573 911">  <p>Families InFocus (ESSEX)</p> </div> <div data-bbox="705 917 1364 1107">  </div>	<p>There are excellent sources of support and advice available to parents of students with Additional Needs:</p> <p>Families in Focus http://www.familiesinfocusessex.org.uk/</p> <p>and</p> <p>SENDIASS Essex SEND - Information, Advice and Support Service essexsendiass.co.uk</p>
<p>How do we support pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?</p>	<p>We have outstanding relationships with our primary feeder schools, and we work closely with secondary colleagues when a student with Additional Needs transfers between schools or out of catchment.</p> <ul style="list-style-type: none"> • SENCO visits all feeder primaries to gather information and observe key students in the classroom environment.

	<ul style="list-style-type: none"> • SENCO/Additional Needs Support Manager meets all year 6 parents in the summer term prior to admission. • Extra transition visits are organised for year 6 and students transferring from other year groups. • 2 induction days in June for the whole September intake • Meetings with key personnel from Colchester sixth form college and information sharing with Colchester Institute and other further education colleges e.g., Otley College. • Supported transition visits to post-16 providers. • Close liaison with adult social care and/or the specialist teacher team, where relevant. • Preparing for Adulthood advisor: meets with students with an EHCP from Year 9 onwards to discuss post-16 options. <p>Once a student leaves in Year 11, files are transferred to the new provider, or we keep their Additional Needs records for 5 years. Any exam access information is forwarded to the receiving school/college during the summer term. Files are shredded after this.</p> <p>For students in other year groups, we pass on any Additional Needs information at the time of transfer.</p>
<p>Where can I get more information about the Local Offer from the local authority?</p> <p>What is on at half term/holidays for any of your youngsters with SEND?</p>	<p>The Essex Local Offer provides a wealth of information for parents of students with SEN, covering a range of enquiries from transport to housing:</p> <p>Essex County Council: Special Educational Needs and Disabilities (SEND) Essex Local Offer</p>

	https://shortbreaks.essex.gov.uk/ Up and coming events in Essex (updated regularly) Search for support, groups and activities Essex Local Offer
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*ASD: Autistic Spectrum Disorder

SCLN: Speech, Language and Communication Need

ADHD/ADD: Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder

OCD: Obsessive Compulsive Disorder

ODD: Oppositional Defiance Disorder

SEMH: Social, emotional and mental health