

The Gillford Centre

SEND Report

<p>What kinds of need does the Gillford Centre make provision for?</p>	<p>The Gillford Centre is a pupil referral unit and we accommodate pupils from key stage 1 through to key stage 4. We provide for the following types of special education needs and disabilities (SEND):</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, mental and emotional health difficulties • Sensory and/or physical needs
<p>How the Gillford Centre identifies and assess pupils with SEND.</p>	<p>Most pupils who are referred to the Gillford Centre have special educational needs that have been highlighted by their mainstream school. If not, we aim to identify students with SEND at the earliest possible point. Referred pupils are assessed to determine their levels of academic attainment and emotional needs. This enables the centre to develop a curriculum to meet the pupils needs as holistically as possible.</p> <p>We consider a range of information such as:</p> <ul style="list-style-type: none"> • Assessment and progress data • Information from their previous schools • Information from outside agencies • Specialist assessments
<p>We evaluate the effectiveness of our SEND provision in the following ways.</p>	<p>We make regular assessments of our SEND provision by:</p> <ul style="list-style-type: none"> • Ensuring that SEND pupils achieve in line with their peers. • Improves, or matches, their previous rates of progress • Aim to prevent the gap becoming wider.
<p>Our arrangements for assessing and reviewing the progress of pupils with SEND are:</p>	<p>Students' progress is monitored regularly and individual SEND provision is reviewed in light of this using the ASSESS, PLAN, DO, REVIEW cycle. Assessments are undertaken half termly. Progress of all students is reviewed after each assessment cycle to ensure progress is appropriate and interventions are identified if required.</p> <p>Parents and pupils are involved in the annual review cycle and their target setting.</p> <p>Students with medical conditions will have their needs met in line with the school's policy on managing the medical conditions of students.</p>
<p>Our approach to teaching pupils with SEND includes:</p>	<p>Pupils are taught in very small class sizes, this allows more targeted support and teaching.</p> <p>Lessons are differentiated to meet the needs of the pupils.</p> <p>Staff to pupil ratios are high to support with teaching, learning and emotional needs.</p> <p>Teachers are responsible and accountable for the progress and development of students in their class.</p> <p>Extra support for pupils who are not making progress or falling behind.</p> <p>Staff focus on full engagement in a pupil's learning, helping them to manage their behaviour so they can participate in their own learning safely.</p> <p>Pupils are reintegrated back into mainstream education when they are in a position to access this with success.</p>

How does the Gillford Centre adapt the curriculum for pupils with SEND?	The Gillford centre provides a broad and balanced curriculum which is differentiated effectively to meet the needs of the pupils. We aim to have a holistic approach for our pupils offering them educational opportunities both in and out of the classroom. Full risk assessments are completed for all off-site activities.
How do we engage the pupils with SEND to engage in the activities within the school?	Wherever possible all students are included in activities outside of the curriculum including trips. Full risk assessments are carried out for all off-site activities.
What support is there for my child's overall well-being?	We have staff who are trained as specialist teachers of behaviour. All staff undertake CPD regularly to update their skills and share good practice. We celebrate our students' achievements and they are rewarded for their effort and commitment through our rewards system. We are a caring and supportive community in which everyone is valued and respected. We foster students' self-esteem and self-confidence so as to provide the best possible chance of a mature, informed and healthy life. All students are allocated into a form group with a Form Tutor. Our children's well-being is supported on a day-to-day basis by the pastoral team. Daily briefings before and after school are held so that information is shared and all staff are aware of any pupil who needs extra support emotionally or academically.
The name of our SEND Coordinator.	Mrs Susan Black (SENDCo) Mrs Sarah Henry (Deputy SENDCo)
What training is provided for staff in relation to children and young people with special educational needs?	All staff are experienced in special educational needs provision. In-service training related to special educational needs will be identified by the Headteacher and SENDCO in consultation with the staff, this is dependent on the needs of the centre and its pupils. The SEND department will provide guidance and advice on areas relating to SEND for staff across the school.
What specialist services and expertise are available at or accessed by the centre in order to meet the needs of students with special educational needs and support their families?	If specialist advice or services are required then we may refer to an appropriate specialist service. This may include: <ul style="list-style-type: none"> • Educational Psychologists • Specialist Teaching Service • School Nurse • Child and Adolescent Mental Health Services (CAMHS) • Children's Services • Alternative Providers • Young Carers • The Youth Offending Service • Inspira • Safetynet • Barnardos
Where can parents find out more about SEND and obtain confidential advice and support from Cumbria Information and Advice and Support Service (SENDIASS)?	Carlisle Area and North Cumbria Polly Shields Tel: 07788 360 336 Email: pollyanna.shields@cumbria.gov.uk

How accessible is the centre?	The centre is on ground level and although there are stairs in some areas all but three classrooms can be accessed by a wheelchair user. The school has systems in place to ensure all areas of the school have fullest possible access for those with Special Educational Needs and/or disabilities. The SENDCO liaises with the Business Manager and the Site Team regarding the needs of individual students prior to admission.
What are the arrangements for consulting parents of children with SEND? How do parents get involved in their child's education?	Pupils and parents are invited to attend induction meetings to discuss their needs. They are encouraged to become proactively involved in the decision-making process for any interventions, alternate provisions and choices in the curriculum. Review meetings are held regularly. Parent/carer views are sought. There is an active student council, pupils' views are sought at these.
What do I do if I have a concern about the provision made for my child?	Should you have a concern then we would ask that you first of all raise this with the head teacher or a member of the senior leadership team. The centre seeks to resolve any conflicts without the need to initiate the formal complaint process. If, however, a parent/carer wishes to make a complaint, details of our complaint policy can be found here: https://www.thegillfordcentre.co.uk/page/policies-and-procedures/51951
Our transition arrangements for pupils with SEND are:	We work closely with the mainstream setting to organise a transition programme to ensure that the pupil successfully transitions to the school. We share the assessments and also the strategies that help the pupils succeed in the classroom environment. We work with Inspira and post 16 educational providers to ensure a smooth transition to the pupils' chosen further education pathway. Our transition is child centred and is individualised to meet the individual needs of each pupil.
The local offer.	Cumbria County councils local offer can be found here: https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page

