



## **Ganton School**

# **SEN Information Report for Academic Year 2023/2024**

**This policy was approved by the Local Governing Body on  
23.11.23**

**Ian Ibbotson Chair of LGB**

**Adopted on 12.9.23**

**This policy will be reviewed annually on or before October  
1<sup>st</sup> 24**

This information report has been prepared by Alec Young (Head Teacher) and approved by the Local Governing Body on 23.11.23 for publication on the website.


The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<p><b>The academy makes provision for the following kinds of SEN</b></p>	<p><i>Ganton School currently supports children who have a wide range of educational needs and Disabilities (SEND). The code of practice 2015 describes four Broad areas of SEND:</i></p> <ul style="list-style-type: none"> <li>• <i>Communication and interaction</i></li> <li>• <i>Cognition and learning</i></li> <li>• <i>Social Mental and emotional health</i></li> <li>• <i>Sensory and/ or Physical needs</i></li> </ul> <p><i>Although the school has direct experience of supporting children with all of the above Ganton School's Primary designation is to provide an adapted curriculum for children with Severe or Significant Learning Disability. Many of our learners have a secondary needs of ASD and some PMLD.</i></p>
<p><b>The academy identifies and assesses SEN by:</b></p>	<p><i>The school is committed to the early identification and support of all pupils and has a clearly defined graduated response. Arrangements are in place to identify and review pupils' on a regular basis. An assess-do-plan-review model is used to ensure support is graduated, matched to need, barriers are identified and a clear picture of what support is formed. A pupil centred planning approach is at the core of this that includes professional judgement of practitioners in the school, alongside the views/ wishes and feelings of the pupils and parents. Where required the school works with third parties including SALT, educational psychologists, physiotherapists, occupational therapist.</i></p> <p><i>All pupils at the school have been assessed by the local authority and will have an Education, health and care plan.</i></p>
<p><b>The academy supports SEN in accordance with its policy framework which is set out at:</b></p>	<p><i>Ganton school is committed to ensuring all pupils have the opportunity to a highly adapted provision that meets the complex needs of each individual. Details of how this is achieved are set out in the school's policy framework, outlining the school's approach to:</i></p> <ul style="list-style-type: none"> <li>• <i>Assessing and review the progress of children with SEND;</i></li> <li>• <i>Teaching children with SEND;</i></li> <li>• <i>Adapting the curriculum and learning environment for children with SEND;</i></li> <li>• <i>Making decisions on additional support in relation to children with SEND;</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Supporting the emotional, social and mental development of children with SEND; and</i></li> <li>• <i>Evaluating the effectiveness of our provision for our children with SEND.”</i></li> </ul> <p><i>For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans)</i></p> <p><i><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></i></p> <p><i>Equality Act, Advice for schools: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/f</a></i></p> <p><i>ile/315587/Equality_Act_Advice_Final.pdf</i></p> <p><i>Equality and Human Rights Commission guidance on Reasonable adjustments: <a href="https://www.equalityhumanrights.com/en/publicationdownload/reasonable-adjustmentsdisabled-pupils">https://www.equalityhumanrights.com/en/publicationdownload/reasona</a></i></p> <p><i>ble-adjustmentsdisabled-pupils</i></p> <p><i>Guidance on supporting pupils at school with medical conditions: <a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-withmedicalconditions--3">https://www.gov.uk/government/publications/supporting-pupils-at-</a></i></p> <p><i>school-withmedicalconditions--3</i></p>
<b>The academy's SENCO's details are:</b>	<p><i>Alec Young (Head Teacher)</i></p> <p><i>01482 755528</i></p>
<b>The academy's staff have been trained and have expertise in the following areas:</b>	<p><i>All staff at Ganton receive training to ensure that all pupils have access to quality first teaching. At the core of this training focuses on delivering a balanced developmental curriculum paired with personalised support for learning.</i></p> <p><i>High quality training ensures that staff respond to children's needs by:</i></p> <ul style="list-style-type: none"> <li>• <i>Providing support for children who need help with interaction, communication and language (sensory and communication focus)</i></li> <li>• <i>Evaluate the effectiveness of children and young people's person centred strategies (focus on preparation for adulthood)</i></li> <li>• <i>Planning to develop children's understanding through the use of all available senses and experiences</i></li> <li>• <i>Planning for children's full participation in learning and in physical/ practical activities</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Helping children to manage their behaviour and take part in learning effectively and safely</i></li> <li>• <i>Helping individuals to manage their learning, particularly trauma or stress, and to take part in learning.</i></li> </ul> <p><i>Staff complete the following specific training:</i></p> <p><i>SCERTS, Communication and interaction training, Autism awareness , ELSA, Sensory processing difficulty awareness, Team Teach, Moving and Handling, Epilepsy awareness and Asthma awareness. This list is not exhaustive.</i></p>
<b>The academy will secure equipment and facilities for children with SEND by:</b>	<i>All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies</i>
<b>The academy aims to involve the parents and children with SEND in the education of the children and will do so by:</b>	<p><i>Arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. This includes opportunities to work with parents and young people as part of this assessment and review. School staff keep parent/carers up to date on their child's progress and outcomes in a number of ways:</i></p> <ul style="list-style-type: none"> <li>• <i>Liaison with the class/form teacher informally</i></li> <li>• <i>Copies of a child's individual Education Plan (IEP)</i></li> <li>• <i>Informally through home school diary, photographs, apps and annotated work</i></li> <li>• <i>Parent open mornings when advice and support in helping their child at home can also be given</i></li> <li>• <i>Formal review of their child's progress with class teacher and member of senior leadership team (SLT)</i></li> <li>• <i>End of year report</i></li> </ul>
<b>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</b>	<p><i>If parents/carers are concerned about the progress, provision or welfare of their child they can contact the class teacher or a member of the senior leadership team by email at <a href="mailto:admin@ganton.het.academy">admin@ganton.het.academy</a> or by making an appointment through the school office.</i></p> <p><i>If a parent/carer has a specific complaint that they would like to raise with the school the appropriate policy can be accessed on the school website as part of the associated HET policies.</i></p>
<b>The academy works with other agencies to</b>	<i>The school has developed excellent relationships with key third parties who help facilitate an outstanding provision for every young person. This allows for pupils to have high quality access to a graded and gradual response based on an 'assess-do-plan-review' model. Where possible</i>

<p><b>support children with SEND and their families by:</b></p>	<p><i>the school work with partner to make reasonable adjustments for children and young adults. Sometimes pupils require significant changes to their provision and/or additional interventions. The school works with the following agencies on a needs led basis:</i></p> <ul style="list-style-type: none"> <li>• <i>Educational Psychologists</i></li> <li>• <i>Speech and Language therapists</i></li> <li>• <i>The Sensory Processing HUB</i></li> <li>• <i>CAHMS</i></li> <li>• <i>Social Care Teams</i></li> <li>• <i>Public Health nursing team</i></li> <li>• <i>National Autism Society</i></li> <li>• <i>IPaSS (visual/hearing/ physical)</i></li> <li>• <i>Children's Centres</i></li> <li>• <i>KIDS and other advocacy services</i></li> <li>• <i>Physiotherapists</i></li> <li>• <i>Mental Health Support Team (Hull)</i></li> <li>• <i>Occupational therapists</i></li> <li>• <i>Life Skills Hub</i></li> <li>• <i>MESMAC</i></li> </ul>
<p><b>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</b></p>	<p><i>Ganton school is committed to supporting all parties, including the families of children and young adults at the school. Independent advice can be sought from the school SENDIASS team:</i></p> <p><i>Hull SENDIASS provides legally based information, advice and support relating to Education, Health and Social care</i></p> <p><i>Telephone Number: 01482 467541</i></p> <p><i>Email: <a href="mailto:hullsendiass@kids.org.uk">hullsendiass@kids.org.uk</a></i></p>

<p><b>The academy works on transition arrangements for children joining or leaving the academy by:</b></p>	<p><i>Ganton is committed to ensuring that pupils have access to an effective well planned transition. This includes transition into the school, movement through the school phases and exit.</i></p> <p><i>Pupil transitions, whether from other schools to Ganton, or internally, are handled sensitively and take into account a great number of contextual variables that can play a large part in supporting a pupil's transition. Class teams work hard to gather the information they need to make sure that pupils joining their classes can get off to a good start. Liaison with previous staff, along with other professionals and the pupils' parents help make sure the provision arrangements are identified</i></p> <p><i>Annual Reviews for pupils who are approaching a transition phase are attended by a senior leader and from year 9 a member of the connections team. During these reviews plans for next steps are made and inform transition planning. For some this includes mapping future provision.</i></p> <p><i>The school is part of the LA transition panel and have an excellent success rate in terms of transitions into adult care further education and employment.</i></p> <p><i>For further information on access arrangements please consult the website.</i></p>
<p><b>The Local Offer produced by the Hull Local Authority is available at:</b></p>	 <p><a href="https://hull.mylocaloffer.org/">https://hull.mylocaloffer.org/</a></p>