The Gordon Children's Academy – Children first, Aspire, Challenge, Achieve

Special Educational Needs and Disabilities (SEND) Information Report

September 2026

SENCO: *Barbara Langiano*

SEND governor: Katie Udon

Contact: *0333 360 2110*

Dedicated SEND time: *0.8*

Medway Council's Local Offer:

About Medway's Local Offer | About Medway's Local Offer | Medway Council

At The Gordon Children's Academy, we believe that children only thrive when they are happy and feel safe in their environment. Therefore, we work tirelessly to ensure that;

- There are high expectations for every child
- Every lesson matters and therefore they should be exciting and motivate children to think and learn
- Every child is treated as an individual and with dignity
- Children learn to play and learn together understanding moral values of mutual respect, tolerance and personal responsibility

In order for this to happen, many steps are taken to support children through their learning journey.

We feel that quality first teaching methods are extremely important. However, some children need extra support in order for them to reach their full potential.

When this has been identified, the SENCo will work with other staff in order to support children appropriately.

The Gordon's Children's Academy's SENCo Barbara Langiano:

"I am responsible for ensuring that children with SEND are provided for throughout the school, following the Special Educational Needs and Disabilities Policy. I work with staff to set targets and plan and review interventions for children with SEND. I also liaise with outside agencies in order to gain more specialist support. Other SENCO responsibilities can be seen in the 2015 SEND Code of Practice: 0 to 25 years (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25). I am available to contact via the school office, if you have any concerns or questions."

Other members of the Inclusion Team

- Mrs Lawrence – Attendance Officer
- Mrs Legg – Designated Safeguarding Lead
- Mrs Youseman –Headteacher

Glossary of commonly used acronyms

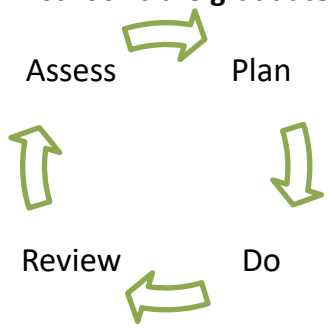
AAP	Attendance Advisory Practitioner
ADHD	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
BSP	Behaviour Support Plan
CAMHS	Child and Adolescent Mental Health Service
ChiN	Child In Need
CP	Child Protection
CT	Class Teacher
CoP	Code of Practice
C&L	Cognition and Learning
C&I	Communication and Interaction
DCD	Developmental Co-ordination Disorder
EHA	Early Help Assessment
EYFS	Early Years Foundation Stage
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EAL	English as an Additional Language
FSM	Free School Meals
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
ISR	In School Review
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
ODD	Oppositional Defiance Disorder
PR	Parental Responsibility
PD	Physical Disability
PMLD	Profound and Multiple Learning Disability
PP	Pupil Premium
SBSP	School Based Support Plan
SSG	School Support Group

SENSA	SEND Support Agreement
S&P	Sensory and/or Physical Needs
SPD	Sensory Processing Disorder
SLD	Severe Learning Difficulty
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
SaLT	Speech and Language Therapy
TA	Teaching Assistant
TAF	Team Around the Family
VI	Visual Impairment

Whole School Approach

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: *Pupil's needs are assessed initially by their class teacher through their formative and summative assessments. If it is felt that any further advice is needed, pupils can be raised to the SENCo. The SENCo will then take appropriate action from this.*

If further support is needed, pupils can then be raised at the In School Review which takes place three times a year and is attended by the school's Educational Psychologist, the school's designated safeguarding lead and where possible outreach services such as Fortis. During these meetings, it may be decided that a child will be placed on the SEND register or that an Education, Health and Care assessment will be applied for.

Plan: *Following In School Reviews, recommendations for pupils are made and passed back to the class teacher.*

If pupils are placed on the SEND register, a SEND Support Agreement will be compiled by the class teacher with advice from the SENCo, the pupil and parents/carers. This will outline targets as well as the support the pupil will receive.

Do: *Recommendations are then implemented by the class teacher as well as any other staff involved with the pupil, e.g. Teaching Assistant, EAL Coordinator, Emotional Literacy Support Assistant.*

Support detailed on SEND Support Agreements will be put in place and pupil targets will be worked on with the support of parents/carers. Interventions can be led by a variety of staff members, including Class Teachers, Teaching Assistants or the Emotional Literacy Support Assistant.

Review: *SEND Support Agreements will be reviewed three times a year with parents/carers with new targets set and support reviewed each time.*

Interventions will have pre and post assessment data gathered to ensure that they have an impact.

Having consulted with children, young people and their parents/carers, all our additional provision (internal or external) is based on an agreed outcomes approach.

Special Educational Needs and Disabilities

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

    - *Speech and Language Therapist employed for 10 days per year*
    - *Teaching Assistants trained to deliver Speech and Language programmes for pupils who require Speech and Language support*
    - *One TA trained in Emotional Literacy Support*
    - *Outside agencies referred to when further support needed, e.g. Marlborough Outreach, and recommendations followed*

2. Cognition and learning

    - *High quality first teaching*
    - *Educational Psychologist support available*
    - *Interventions led by Teaching Assistants. This could be as follows:*

- Focused interventions such as Precision Teaching, Little Wandle phonics Rapid Catch up or SEND programme, On Track maths or reading programmes, Inference Training, Ticking Texts, 1st class @ number, NELI (Nuffield early language intervention)
- Small group work for reading, maths and writing,
- Additional support in and out of the classroom with a Teaching Assistant to support small groups and 1:1 support

- *Support from outreach teams when needed, e.g. Fortis*

3. Social, emotional and mental health

   - *One TA trained in Emotional Literacy Support*
   - *Play therapist ½ day a week*
   - *Educational Psychologist support available*
   - *Social skills groups led by Teaching Assistants*
   - *Individual social skills and emotional support provided by Teaching Assistants*
   - *Support from outreach teams when needed, e.g. Fortis, Marlborough*
   - *Relevant staff are Team Teach trained*
   - *Weekly PSHE sessions*

4. Sensory and/or physical needs

   - *Occupational Therapist employed for 2 days per year*
   - *Occupational therapy recommended physical/sensory resources purchased*
   - *Occupational therapist recommendations and physiotherapy plans followed by Teaching Assistant*
   - *Sensory Circuit interventions led by two TAs*

As of September 2026, we have number of children 79 children receiving some form of SEND Support in Year R-6.
We have internal processes for monitoring quality of provision and assessment of need. These include our SEND Initial concerns referral form and Assess, Plan, Do and review and a termly data analysis for all SEND students.

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Consulting with children, young people and their parents/carers

Involving parents/carers and learners in the dialogue is central to our approach and we do this through:

Action/Event	**Who's involved**	**Frequency**
In School Review	Parents/carers Class Teacher SENCo Educational Psychologist Designated Safeguarding lead	3x per year
Parent's evening	Parents/carers Class Teacher SENCo	2x per year
Reports	Pupil Parents/carers Class Teacher Assistant Headteachers	2x per year

SEND Support Agreement review and setting of new targets	Pupil Parents/carers Class Teacher SENCo	3x per year

There are external support services available for parents/carers of children with SEND. The contact details for these services are set out below:

- Children and Family Hubs in Medway – website: Children and family hubs | Medway Council
- Medway Autism Group and Information Centre (MAGIC) – phone: 01634 570706, website: http://medway-magic.org/
- Medway Family Information Service (FIS) – phone: 01634 332195, website: https://admissions.medway.gov.uk/Synergy/fisd_welcome.aspx
- Medway SEND Information, Advice and Support Service – phone: 01634 566303 website: https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/
- Medway Community Healthcare – Child Health Service – website: https://www.medwaycommunityhealthcare.nhs.uk/our-services/a-z-services/child-health-service
- The Challenging Behaviour Foundation – phone: 0300 666 0126, website: http://www.challengingbehaviour.org.uk/
- Young Minds – parents/carers helpline – phone**:** 0808 802 5544, website: http://www.youngminds.org.uk/

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENCo. Our SENCo is Mrs Langiano who can be contacted via the school office.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Area of expertise	**Level**
Child Protection	Intermediate course
Diabetes Training	Level 2
Designated Safeguarding Lead	Level 3
Emergency First Aid at Work	Level 2
Emotional Literacy Support Assistant	Level 2
Paediatric First Aid	Level 3
Play Therapy	Level 2
Safer Recruitment	Passed
Special Educational Needs	National Award for SEN Coordination
Youth Mental Health First Aid (MHFA)	Level 2

Regular meetings and training also take place for support staff.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed based on their experience and expertise within different areas. It is important that staff feel able to support the pupils they are working with and understand the expectations of the pupils within their key stage. Through ongoing training, communication and support, we are able to ensure that our support staff are well equipped to successfully support our pupils to make progress and develop as individuals. When new staff are employed, we use the interview process to make decisions about where they should be placed based on their experience and the vacancies we have available within the academy. Sometimes it is necessary to move staff around year on year depending on pupil need and staff expertise.

Finance

We spend a proportion of our school budget on ensuring that the needs of pupils with SEND are met. Most of the notional SEND budget is spent on internal support and resources. However, some of the notional budget is spent on external agency support. Namely Educational Psychologist traded days, speech and language traded days and occupational therapist traded days.

School Partnerships and Transitions

The academy works with a number of external partners, these are listed later in this report.

The academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer.

Our academic assessment for children and young people with special educational needs is moderated with other academies within our trust as well as other Local Authority schools during Local Authority moderation meetings.

Our approach involves:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil.
- Where a pupil may have more specialised needs, a separate meeting can be set up with Mrs Langiano, the previous school's SENCO and the parents/carers.

- Mrs Langiano is always willing to meet parents/carers prior to their child joining the school or after they have started.
- All pupils attend at least one transition session where they spend some time with their new class and teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- A member of the senior leadership team always shows new families around the school.

Complaints

The normal arrangements for the treatment of complaints at Gordon Children's Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, the SENCO, the Deputy Head teacher or the Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a 'local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.'

The local authority's local offer is published on http://www.medway.gov.uk/schoolsandeducation/schoolsandcolleges/supportinglearning/specialeducationalneeds.aspx and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

What will it do?

The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services.

With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group developed questions for schools, and trialled them with a small number of settings.

There are a series of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are The Gordon Children's Academy's responses to these questions:

1. How does The Gordon Children's Academy know if children need extra help?

- Concerns may be raised by teachers or teaching assistants
- There may be a lack of progress
- There may be a change in the child's behaviour
- Parents/carers may raise concerns
- The child may not perform well in tests
- A pupil may be frequently asking for extra help

2. What should parents/carers do if they think their child may have Special Educational Needs?

Initially, make contact with the Class Teacher regarding your concerns. Parents/carers can also make contact with Mrs Langiano (SENCo).

3. How does The Gordon Children's Academy support children with SEND?

- Class Teachers plan for each child in their class. They will differentiate their teaching in order to meet individual needs. This differentiation may be through extra support in a small group from a Teaching Assistant.
- Interventions for specific areas of the curriculum will be planned for by the Class Teacher and SENCo. Intervention groups will be run by the Class Teacher or the Teaching Assistant. These interventions could be for Maths, English, Handwriting, Fine Motor Skills, etc. Interventions are reviewed after 2 terms. This allows staff to regularly monitor their impact and ensure that interventions remain appropriate.
- Pupil Progress Meetings are held each term. Within this meeting, the Class Teacher and members of the Senior Leadership Team meet to discuss the progress of all pupils. Further support and interventions are then planned from these discussions if necessary.
- If it is felt that a child requires extra support from an outside agency, then the SENCo will make a referral to them. These agencies are listed in question 9.
- Once this referral is made, the agency may observe or assess the child and then send a report to the school including recommendations. These recommendations are then shared with the Class Teacher who will put them in place for the child, as appropriate.

4. How will the curriculum be matched to a child's needs?

- The Class Teacher will differentiate work or adapt teaching to enable all children to access the curriculum.
- Teaching Assistants may work with children in small groups or on a one-to-one basis to focus on specific needs of children.
- Sometimes specialist equipment is provided for children in order to help them access the curriculum, for example pencil grips, writing slopes, move 'n' sit cushions, fiddle toys.

5. How will parents/carers know how their child is doing at school?

- We have two parents' evenings within the year. This is an opportunity to discuss children's progress. Following parents' evening, parents/carers are invited to make an appointment with the SENCo if they feel they would like to discuss any concerns further.
- Parents/carers can informally speak to Class Teachers at the end of the school day, but if they require a longer meeting, they can arrange this with the Class Teacher directly or via the school office. In addition, parents/carers can request a phone call from their child's Class Teacher.
- SEND Support Agreements (SENSAs) are reviewed with children and parents/carers three times a year. These include targets set by the Class Teacher with support from the SENCo.
- Reports are sent out twice a year detailing children's attainment as well as next steps.

6. How does The Gordon Children's Academy help parents/carers to support their child's learning?

- Your child's Class Teacher may suggest ways of supporting your child's learning through messages in the contact book or at meetings or parents' evenings.
- Mrs Langiano, may meet with you to discuss how to support your child's learning at home or discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.
- The SEND Support Agreement also details a child's targets and the strategies being used in school. Once shared with parents/carers, a copy of this is sent home so that parents/carers can support children with achieving targets.

7. What support will there be for my child's overall well-being?

The school offers a variety of support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the Class Teacher, Teaching Assistant, Designated Safeguarding Lead and SENCo are available for pupils who wish to discuss issues and concerns.

- One Teaching Assistant trained in Emotional Literacy Support work with a range of pupils to support them specifically with emotional difficulties.
- Social Skills groups are run for specific groups of pupils, where appropriate.
- The 'worry box' is available for pupils to write and post concerns. The Emotional Literacy Support Assistants act on these by talking with the pupil and addressing any concerns raised.
- The Early Help Assessment (EHA) is used to support the wellbeing of a child and their family, the child is invited to attend if appropriate. The assessment and follow up meetings are normally led by the Designated Safeguarding Lead.
- Where necessary, parents/carers are invited to Attendance Review meetings with the Attendance Advisory Practitioner (AAP) to improve attendance.
- We offer all pupils equal opportunities regardless of age, gender, ethnicity, ability or background. To achieve this, we provide support for individual needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity and culture of each child. We do not tolerate discrimination of any kind (see Anti-Bullying Policy

8. What support will there be if my child has medical needs?

- If a pupil has medical needs then a detailed Health Care Plan is compiled by the SENCo in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and are shared with relevant staff (with parents/carers consent) so that all staff are aware of what action needs to be taken in an emergency.
- Health Care Plans are reviewed each year or more frequently if needed.
- The school nurse will come in to talk to parents/carers or children as necessary and with the parents'/carers' agreement.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but a form is in place to ensure the safety of both the child and the member of staff.
- Staff are EPIPEN trained on an annual basis and where necessary, staff are trained in Diabetes management.
- Key staff are First Aid and Paediatric First Aid trained.

9. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Attendance Advisory Practitioner
- Fortis Specialist Support Service
- Educational Psychology Service
- Marlborough Outreach Team
- Medway Community Child Health
- NELFT (North East London NHS Foundation Trust)
- Occupational Therapy
- Sensory Service to support pupils with hearing/visual impairment
- School Nurse

- Social Services
- Speech and Language Therapy

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the In School Review (ISR). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of the ISR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/carer and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carer on how to best support the pupil in order to take their learning forward.

10. What training have the staff supporting children and young people with SEND had or are having?

Over the last two years, we have put in targeted additional training as follows:

- ADD and ADHD
- Attachment
- Autism Awareness
- Behaviour Management
- Diabetes training
- EPIPEN training
- Handwriting
- Intervention Guidelines
- Language Link
- Marking Policy
- Maximising the impact of Teaching Assistants
- Mental Health
- Mindfulness
- NELI
- Paediatric First Aid
  Phonics
  -Precision Teach
- Pupil Progress
- Questioning
- Safeguarding
- Scaffolding Framework for Interactions with Pupils
- Sensory circuits
- Speech and Language
- Supporting pupils with social and emotional needs
- Supporting pupils with speech and language difficulties
- Supporting teaching and learning
- Team Teach: Positive Handling
- Thinking Skills
- Using Thinking Skills in Verbal Interactions
- Writing
- 1st class @ number

11. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.

- If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- Some after school clubs are available to all ages and others are specific to year groups. Breakfast Club runs from 7:30am with a selection of breakfast choices available at a cost of £3.50.

12. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Easy accessibility for wheelchairs in and out of some of our school buildings with flat paved access.
- Two toilets adapted for disabled users.
- Wide doors and corridors throughout the building.
- A lift from the ground floor to the first floor.
- A medical room.
- Visual timetables are displayed in all classrooms.
- We have staff who speak a variety of languages and parents/carers who are willing to act as support/translators for parents/carers whose first language is not English.

13. How will the school prepare and support my child when joining The Gordon Children's Academy or transferring to a new school?

The Gordon Children's Academy understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Phone conversations between the previous or receiving schools prior to the pupil joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new pupil.
- Where a pupil may have more specialised needs, a separate meeting can be set up with Mrs Langiano the previous school's SENCO and the parents/carers.
- Mrs Langiano is always willing to meet parents/carers prior to their child joining the school or after they have started.
- All pupils attend at least one transition session where they spend some time with their new class and teacher.
- Additional visits are also arranged for pupils who need extra time in their new schoo

Children joining the Foundation Stage (FS)

- There is a meeting for new parents/carers in the Summer Term (Term 6) for all children who will be joining the Foundation Stage in September.
- Transition events for children take place in the Summer Term.
- Children are visited at their current setting by a member of the Foundation Stage team before joining.

Children joining at other times

- Children who join The Gordon Children's Academy at a later date are given a tour of the school by a member of the senior leadership team and the provision offered is explained.
- Paperwork related to any additional needs is requested from the previous school and this is read by the SENCo and, where relevant, shared with the Class Teacher and Teaching Assistant.
- Previous schools are contacted, if necessary, to discuss any concerns and information is shared.

Transition to a new class each academic year

- Transition to a new class within The Gordon Children's Academy is facilitated by several sessions to meet new class teachers and get used to a new class environment.
- Pupils who may find this more difficult are given additional support where needed.

Children leaving The Gordon Children's Academy to join other schools

- Where notice is given, the Inclusion Manager can liaise with the new school to pass on information.
- All paperwork is sent to the new school as soon as possible.

14. How are the school's resources allocated and matched to children's special educational needs and disabilities?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Resources are requested and ordered as necessary to support pupils' learning.
- Provision maps are used to track spending on each pupil.
- Resources may include deployment of staff depending on individual circumstances.
- The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings or if a concern has been raised at another time during the year.
- If any concerns are raised after assessments are undertaken, then further support or resources may be allocated to your child.

15. How is the decision made about how much support my child will receive?

- When children join the school, support is allocated on the information provided by the feeder school. Class Teachers will allocate teaching assistants to deliver interventions or support in class to individuals or small groups of children.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Decisions are made in consultation with the class teacher and SENCo
- Decisions are based upon tracking of pupil progress and as a result of assessments by outside agencies.
- Pupils may be discussed at an In School Review (ISR) three times a year where the staff, the SENCo and the Educational Psychologist attached to the school meet to try to provide solutions to problems not solved by Quality First Teaching.
- Parents/carers can request to see an outline of the support their child is receiving.

16. How will my child be involved in discussions about and planning for their education?

Pupils are at the centre of all decisions made by staff. Pupils are involved in decisions about their education in the following ways:

- Every day interactions between pupils and staff
- All SEND pupils contribute to their SEND Support Agreement
- Pupils with a School Based Support Plan contribute to this process
- Pupils attend Annual Reviews (those with Education, Health and Care Plans)
- Pupil conferencing takes place frequently throughout the year

17. How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the Class Teacher
- Discussions at Parents' Evenings
- Discussions with Mrs Langiano or professionals from outside agencies
- Contact can be arranged with the SENCo
- Parents/carers are also encouraged to attend a meeting and contribute to the review of their child's SEND Support Agreement

18. How does The Gordon Children's Academy evaluate the effectiveness of provision for pupils with SEND?

- Discussions with pupils with SEND
- Discussions with parents/carers of pupils with SEND
- Monitoring of progress of pupils with SEND
- Pupil and parent view sections on SEND Support Agreements
- Monitoring of interventions/provisions in place for pupils with SEND
- Pupil, parent/carer and professionals views sought during Annual Reviews of EHCPs
- Classroom observations
- Monitoring of staff in relation to meeting the SEND Code of Practice
- Learning Walks focused on pupils with SEND

19. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following via the school office on 0333 360 2110.

- Your child's Class Teacher
- Your child's Phase Leader
- Mrs Langiano-SENCo
- Mrs Youseman – Head of school

Admission arrangements for pupils with SEN or disabilities

The Gordon Children's Academy follows Medway Council's guidance regarding admissions for pupils with SEN or disabilities. This means that if a child has an EHCP, they will not go through

the main admissions process and will discuss decisions with the SEN Team at Medway Council. If a pupil has a medical, health condition or disability, parents/carers will need to provide Medway Council with details of the diagnosis and a supporting letter from the GP or consultant which demonstrates a specific link between their child's needs and how our school can meet these needs. If the number of preferences for our school is more than the number of spaces available, places will be allocated in the following priority order:

1. Children in public care/ looked after children / previously looked after children
2. Sibling
3. Denominational preference
4. Medical, health and special access reasons
5. Children of teaching staff
6. Nearness of children's home and ease of access to the school

Admission arrangement for pupils with disabilities

Some children may have a disability within the meaning of the Equality Act 2010. It is unlawful for a school to treat a disabled child less favourably than a non-disabled child, without justification.

A disability is defined as a physical or mental impairment that has a substantial and long term adverse effect on the person's ability to carry out day to day activities.

There will be some children who have an Education Health and Care Plan (EHCP) who do not fit this definition but, equally, there will be children who do not have an EHCP who are considered to have a disability.

When considering the admission of a pupil with a disability, meetings will be held with the parent/carer and child, where appropriate, to ascertain reasonable adjustments that need to be made and whether the school can meet the needs of the pupil. A decision regarding the admission of the pupil will be made based on these discussions.

Relevant school policies underpinning the SEND Information Report

- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- English as an Additional Language Policy
- Equality Policy
- Special Educational Needs and Disabilities Policy

Legislative Acts taken into account compiling the SEND Information Report

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

In preparing this report we have considered all relevant stakeholders within the academy.

We hope that these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.

Date of next review: *September 2027*