



Issue Number	Date written	Author/Reviewed by	Date of review	Approved by governors
1	Sept 2021	Susan Black	September 2022	Yes
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The Gillford Centre – “Inspiring children, changing lives for a brighter future...”.

## **1. Information about the Schools Special Educational Provision**

The Gillford Centre is a pupil referral unit located in Carlisle, it is one of three PRU's in Cumbria. The centre is an all age provision for children and young people who are permanently excluded from mainstream education. We support pupils with special educational needs and disabilities. We aim to provide our students with a tailored education to meet their individual needs and designed to give them the skills to improve their life chances and realise their potential. We aim to support the progress of the learners; enabling them to develop self-esteem, confidence, self-worth, engagement in education alongside qualifications which enable them to access future pathways.

Our priority is to help get them back on track, either through a return to regular schooling or by completing Year 11 with us, so that they emerge prepared to make a positive contribution in the community and in their life after the Gillford.

The development of the learner's personal integrity, self-respect and citizenship is central to all of our work. The Gillford Centre provides a supportive, consistent educational environment, providing the highest quality Alternative Educational Environment and experience for pupils 5-16.

## **2. Pupil admissions**

Pupil admissions are via a referral from a school and in consultation with parents, usually during the Early Help process. Pupils who have been permanently excluded from mainstream schools can access support to help them make positive changes in behaviour and to help them to transition back into a mainstream school. Funding from the Local Authority is allocated at the same level for all pupils.

## **3. Assessment and Review**

All pupils with an EHCP have a statutory review on an annual basis. The meetings are attended by parents, carers, class teachers, pupils (as appropriate). Other professionals will be invited to the review to discuss the child/young person's progress, appropriateness and accuracy of the EHCP and whether the current provision is appropriate.

Pupil progress is assessed through the centres assessment program outlined in the assessment policy. This data is analysed and interrogated enabling strategies to be put in place to ensure our children and young people achieve their full potential.

Some pupils will have an Individual Education Plan (IEP). The IEP identifies targets with appropriate management plans. The IEP is reviewed termly. The IEP will set out targets for each child and young person linked to the long term aims in the EHCP or pastoral support process. The expectations will be challenging but realistic.

#### **4. Curriculum Entitlement**

Our school is a stimulating, warm and happy community with excellent relationships between staff and our children and young people. We are committed to working collaboratively and cooperatively in creating partnerships with families. We nurture a real sense of purpose with an emphasis of the provision of high quality teaching and learning. Every child and young person deserves an outstanding education to ensure that they fulfil their full potential. Everyone who works with our children and young people have high expectations of them and the skills to help them to learn.

The Gillford Centre is committed to inclusion and believes it is about a 'process and not a place'. It strives to respond to learners in ways that help them be recognised as individuals at all times in their school career with personalised learning at the heart of our teaching. We model inclusion in all our policies and relationships with parents, pupils, carers and the wider community.

We believe in every child's entitlement to a broad, balanced curriculum, differentiated to support their individual need.

##### **Primary (KS 1 & 2)**

In the Primary Department children and young people follow a Thematic Modular Curriculum which allows for cohesion, creativity and cross curricula links. Key Stage 1 offers opportunities to learn through play, help pupils develop the skills they need to access personalised learning programmes which enable them to progress at their own individual level.

Key Stage 2 reflects expectations from a mainstream setting. Pupils are assessed regularly, gaps are identified and bridged accordingly to provide them with the best opportunity to succeed when reintegrating back into a mainstream setting.

In primary, pupil's areas of needs are identified by staff. Staff then use a range of strategies during the pupil's time with us to understand what is effective for each individual. These are then recorded on behaviour management plans, IEP's and case studies to be used with the pupil when re-entering a mainstream setting.

##### **Key stage 3 and Key Stage 4**

The Key stage 3 curriculum is rich and engaging with many practical elements. Maths, English, and Science lessons are a high priority with a dedicated curriculum time of five hours a week each. The curriculum is supported by intervention programmes with a focus on literacy, numeracy and emotional resilience. Interventions will support learning and both academic and social and emotional development.

There is a wide range of subjects in key stage 4 which allow students to achieve the basics and study subjects of interest and enjoyment. Students are able to choose two option subjects in year 10 whilst continuing with a broad core curriculum. Students will continue to study these subjects in Year 11 and work to a more advanced level of qualification. We aim for students to leave with a minimum

of 5 recognised qualifications which include the core subjects of English, Maths and Science.

Enrichment opportunities such as Outdoor Education supports academic learning, working to broaden horizons and allow students to develop a greater understanding of the wider world.

We offer opportunities beyond the classroom recognising Science Week, Careers Week and World Book Day. In line with our structured curriculum we provide opportunities to enable young people to develop life skills.

Secondary classes follow an employability course which supports preparation for Life after The Gillford Centre. Learning within the community is very much present in the, with educational visits taking place to shops, museums, fire stations and many more. There is an active school council. Bespoke Work Experience opportunities are provided to some pupils.

## **5. Procedures for concerns**

If parents have concerns regarding the provision made to meet their child's special needs they are encouraged in the first instance to discuss the issue with the class teacher or the Headteacher. If they do not feel satisfied with the outcome they may take advantage of the Management Committee's complaints procedure.

## **6. Professional Staff Development**

Staff should be well skilled and aware of local and national developments. The Governors will ensure that they are kept up to date regarding their statutory requirements by attending training and receiving updates from the Head teacher.

All staff are encouraged to undertake regular CPD linked to the SIP. They keep up to date through attendance at courses, meetings, conferences, reading and through subscription to professional bodies.

## **7. Links, outside agencies and School Community**

The Gillford Centre works closely with other agencies

- Inspira
- Physiotherapists
- We employ an independent speech and language therapist
- Educational Psychologists
- Target Youth
- Youth Offending Service
- Barnardos
- Occupational therapists
- Social Services
- Respite Care workers
- Primary, Secondary and Special School Consortiums
- EHCP worker
- Off site Alternative Provision Providers

## **8. Partnerships with Parents**

At the Gillford Centre we recognise the vital role that parents play in the education of their children. Pupils achieve their full potential when school and home work together. Parents are welcome to visit the centre and should they wish to do so, can arrange an appointment by telephone.

Regular contact with parents is maintained through the use of telephone calls, a school texting system and the centre's website ([www.thegillfordcentre.co.uk](http://www.thegillfordcentre.co.uk)).

Annually parents and carers receive a School Report. Parents and carers are then invited to discuss their child's progress and achievements. We will always contact parents immediately if we are concerned about any aspect of their child's welfare, progress or behaviour and we encourage parents and carers to let us know of any problems or anxieties they might have.

## **9. Monitoring and Evaluation of the Special Needs Policy**

This policy will be reviewed by the full governing body on an annual basis.