

The Local Offer is to provide clear and accessible information about the Gillford Centre's provision for pupils with SEND. It will also make our provision responsive to the needs of our pupils.

## THE GILLFORD CENTRE'S LOCAL SEND OFFER

How do you identify children with special educational needs?

Children with SEN (Special Educational Needs) are identified by the referring school through the referrals process. Primary age pupils are placed at the Centre's Primary Provision and additional SEN are identified through the work of the Centre staff and external specialists including Educational Psychologists, Specialist Advisory Teachers and Local Authority Officers. KS3 & KS4 pupils are placed at Kingmoor Assessment Centre where their SEN are identified by similar external Specialists and by the Assessment Centre Staff. The needs of HHTS (Hospital and Home Tuition Service) pupils are identified by medical professionals through the referral process and Hospital and Home Tuition Service staff.

How will I be able to raise any concerns I may have?

Any concerns of parents, carers and guardians can be raised directly with Centre Staff through direct contact with the Centre or Key Teacher.

Who will oversee and plan the education programme and who will be working with my child and how often?

All pupils at the Centre have the support of either an IEP, (Individual Educational Plan), PEP (Personalised Educational Plan) or an Early Help Action Plan. Parents, carers or guardians and the pupil's mainstream school are involved in creating these plans. Those pupils accessing HHTS are subject to a similar planning and reviewing process. The purpose of the plans is to coordinate the necessary educational intervention through the use of SMART targets (Small Measurable Achievable Realistic Timescales). Sometimes identified targets require a multi-agency approach to support the education programme.

What will be their roles?

Each pupil at the Centre and HHTS is allocated to a Key Teacher who will be the first point of contact for parent, carers or guardians. Each Key Stage and HHTS also has a coordinator who oversees the planning and provision for each pupil. The Headteacher regularly receives updates from the co-ordinators to monitor overall progress.

How are the Gillford Centre's Governors or Trustees involved, and what are their responsibilities?

The Headteacher meets termly with the Centre's Management Committee and produces a comprehensive report on each section of the Centre's provision.

What are the Gillford Centre's approaches to differentiation?

The Centre uses highly differentiated learning experiences so pupils can experience success. The Centre uses small groups (max 6 pupils) with a Teacher, HLTA or TA support in each group or 1-1 tuition with regard to HHTS. Every pupil has an individualised plan which is reviewed termly or as and when necessary. The Centre

also uses ICT based online maths and English packages to promote progress through software led individualised learning packages.

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?

The Centre or HHTS have regular contact (sometimes daily) with parents, carers and guardians. KS1 and KS2 have home to school diaries. Staff have regular phone contact, texts and face to face review meetings.

How does the Gillford Centre know how well my child/young person is doing?

The progress of pupils is clearly identified and recorded through the marking of work, assessment and recognition of emotional wellbeing. HHTS staff monitor closely the health and welfare of pupils through close contacts with school, parents, carers, guardians and medical professionals.

What opportunities will there be for regular contact about things that have happened at the Gillford Centre?

The Centre employs and actively promotes an open contact policy with parents, carers and guardians.

How will you explain to me how his or her learning is planned and how I can help support this outside of the setting?

This is carried out through parent, carer, guardian involvement through the induction procedure, the planning, assessment and review process. Parents, carers and guardians will be involved with IEPs, PEPs and EHCP (Education Health Care Plan) and statement reviews of SEN.

Do you offer any parent training or learning events?

When appropriate, parents are offered advice and strategies to support their children. We also signpost parents, carers and guardians, to other support agencies.

What is the pastoral, medical and social support available in the Gillford Centre for children with SEND?

Pupils with SEND (Special Educational Needs and Disabilities), medical and behavioural issues are supported by the Centre through very small group work, individualised and highly differentiated planning and lesson delivery from specialist teaching staff with special education qualifications. Key staff at the Centre have enhanced first aid training.

How does the Gillford Centre manage the administration of medicines and providing personal care?

The administration of medication and personal care are dealt with by qualified and trained staff and there are appropriate policies and procedures for the administration of medicine. Each individual need for any pupil would lead to further training as required.

What support is there for behaviour, avoiding exclusions, and increasing attendance?

The support given is through effective use of individualised planning in IEPs, PEPs, EHCP, and statement of SEN by specialist staff. The effective use of rewards and sanction policies and where necessary a multi-agency approach. Good attendance is promoted through first day absence contact, rewards, trips and planned

review meetings. Whenever possible fixed term exclusions are avoided and replaced by sanctions such as internal seclusion, detentions or removal of rewards.

How will the Gillford Centre support my child to do this?

Pupils are actively encouraged to be responsible for their own behaviour and attendance. In each lesson pupils scored points for behaviour which is recorded on Behaviourwatch. Pupils are encouraged to reflect on poor behaviour and "what went wrong". Pupils are encouraged to take an active role in the planning and reviewing process. Pupil views are sought at IEP and PEP meetings, annual reviews and as part of EHCP reviews and HHTS review meetings. The Centre also has an active school council where pupils are encouraged to make their views and opinions known.

Are there Specialist Staff working at the setting and what are their qualifications?

All teaching staff at the Centre and many of the support staff have specialist teaching qualifications as per Cumbria County Council's policy.

Detail staff development and access to training and when this is reviewed and refreshed?

All staff access regular planned group CPD (Continued Professional Development) training on specialist areas including attachment disorders, autism, and child protection. Other substantial specialised training can be accessed as required.

Do you have any specialist staff and what do they specialise in?

All staff have specialist qualifications in SEBD ( Social Emotional and Behavioural Difficulties)and many have individualised additional qualifications.

Do any other services work closely or in conjunction with your service?

The Centre uses a multi-agency approach to its work.

Is the building fully wheelchair accessible?

The Centre is almost fully wheel chair accessible.

Are there disabled changing and toilet facilities?

The Centre presently lacks disabled changing and toilet facilities.

How does the Gillford Centre communicate with parents/carers whose first language is not English?

The Centre staff are experienced at using online translation packages and where necessary the Centre employs agency translators.

What preparation will there be for both the Centre and my child before he or she joins the Centre?

The movement of pupils in and out of the Centre is planned carefully and involves close work with schools, parents, carers, guardians, pupils and Local Authority Officers.

How will he or she be prepared to move onto the next stage (transition)?

Any pupil making the transition from one Key Stage to the next or movement from one school to another is supported as much as possible through a carefully negotiated and planned move. This involves sharing all appropriate knowledge of the pupil, their needs and as much assessment data as possible. These transition plans normally involve support through a phased integration or move.

How is the Gillford Centre's special educational needs budget allocated?

The whole of the CENTRE/HHTS setting is resourced at a high level for children with SEN. Where necessary the SEND funding follows the child to the Centre.

In the decision making process who will make the decision and on what basis?

The Centre staff are involved closely with the Local Authority, pupils and parents, carers and guardians in the decision making process for the type and allocation of SEN resources.

Who will be involved?

The appropriate Key Stage staff or HHTS or Assessment Centre staff, mainstream school, the Local Authority, parents, carers, guardians, pupils and other agencies will be involved with any SEND decision and planning process.

How does the Gillford Centre judge whether the support has had an impact?

The effect of the support provided by the Centre is demonstrated through pupil's progress socially, emotionally and educationally, including successful reintegration into mainstream school. The impact of the support can also be judged through access to the appropriate provision, peer feedback and reports from external agencies e.g. EPs (Educational Psychologist), CAMHS (Child Adult Mental Health Service). We also welcome and promote feedback from parents, carers and guardians.