



Issue Number	Date written	Author/Reviewed by	Date of review	Approved by governors
1	Sept 2021	Susan Black	September 2022	Yes
2	Sept 2022	Susan Black, James Nichols	September 2023	Yes
3	Sept 2023	Susan Black, James Nichols	September 2024	Yes
4	Sept 2024	Susan Black, James Nichols	September 2025	Yes
5	Sept 2025	Susan Black, James Nichols		Yes

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1. Introduction

The Gillford Centre is a pupil referral unit (PRU) located in Carlisle. It is a local authority maintained PRU and admission is through the Cumberland Local Authority only. Together with our second site, School 180, we provide full-time education and support for children and young people from Year 1 through to Year 11 who require an alternative to mainstream schooling.

We provide education for young people who have either:

- Been permanently excluded from a mainstream school;
- Are on a dual register placement agreed between schools;
- Or require a more specialist placement due to identified needs.

The Gillford Centre is not a designated specialist provision for children and young people with an Education Health Care Plan (EHCP) but does make provision for young people with special educational needs and disabilities (SEND). The centre is inclusive, and we believe that young people with SEND should be supported to ensure that they make progress.

School 180, our second site, extends this provision specifically for pupils in Key Stage 4. It offers places for 25 pupils with an EHCP, where SEMH (Social, Emotional and Mental Health) is identified as their primary need. In addition, it provides 15 alternative provision places for pupils in Key Stage 4 who do not have an EHCP. School 180 is designed to deliver a highly supportive, therapeutic and structured environment to enable pupils to re-engage with education, achieve qualifications, and prepare for positive post-16 pathways.

Across both sites, our aims are to:

- Support pupils to return to mainstream education wherever possible.
- Provide specialist intervention, assessment and support for those requiring longer-term placements.
- Offer a tailored education that meets individual needs, builds confidence, self-worth and resilience, and enables academic and personal progress.
- Ensure pupils leave us with the skills, qualifications and self-belief to make a positive contribution to their community and succeed in life beyond school.

The development of learners' personal integrity, self-respect and citizenship is central to all of our work. Together, the Gillford Centre and School 180 provide consistent, high-quality alternative education for pupils aged 5–16, ensuring that each young person is supported to thrive both in education and in their future pathways.

2 Definition of Special Educational Needs (SEN)

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age, or a young person, is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

Special educational provision is additional to, or different from, the provision made generally for other children or young people of the same age.

The Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015) identifies four broad areas of need:

1. Communication and Interaction – including speech, language and communication needs, and autistic spectrum conditions.
2. Cognition and Learning – including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
3. Social, Emotional and Mental Health (SEMH) – including difficulties such as anxiety, behavioural challenges, attention deficit (ADHD/ADD), attachment difficulties and mental health needs.
4. Sensory and/or Physical Needs – including vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability.

At The Gillford Centre and School 180, we recognise that:

- Pupils may have needs across more than one of these areas, and needs may change over time.
- High-quality teaching, differentiated for individual pupils, is the first step in meeting the needs of all learners.
- Special educational provision goes beyond differentiated teaching and learning approaches, and may involve additional interventions, specialist support, and personalised strategies.

Our role is to identify, assess, and make provision for pupils with SEN in order to enable them to access learning, make progress, and prepare for adulthood.



3. The SEND Aims of the School

At The Gillford Centre and School 180, we are committed to ensuring that all children and young people with Special Educational Needs and Disabilities (SEND) are supported to achieve their potential, both academically and personally. Our aims are to:

1. Promote Inclusion and Equality
 - Provide an inclusive learning environment where all pupils are valued, respected and supported, regardless of their needs.
 - Ensure that pupils with SEND have equal access to high-quality education, enrichment opportunities, and wider school life.
2. Ensure Early Identification and Support
 - Identify and assess SEND at the earliest possible stage to ensure timely and appropriate intervention.
 - Work closely with parents, carers, and external agencies to plan and deliver effective support.
3. Provide High-Quality Teaching and Provision
 - Deliver high-quality, differentiated teaching that responds to the needs of all learners.
 - Ensure that special educational provision is tailored, evidence-based, and regularly reviewed to secure the best outcomes for pupils.
4. Promote Independence and Resilience
 - Support pupils to develop confidence, self-esteem, and the skills required to become independent learners.
 - Encourage pupils to take an active role in setting and reviewing their own learning goals.
5. Prepare Pupils for the Future
 - Equip pupils with the knowledge, skills, and qualifications to access positive post-16 pathways, including further education, training, or employment.
 - Foster personal, social and emotional development so that pupils can make a positive contribution to their communities and wider society.
6. Work in Partnership
 - Collaborate with parents and carers as equal partners in their child's education.
 - Engage with external professionals and agencies to ensure specialist advice and resources are used effectively to support pupils.

By upholding these aims, we strive to create a safe, supportive and aspirational environment in which every pupil with SEND is able to thrive.

4. Roles and Responsibilities

Meeting the needs of pupils with SEND is a shared responsibility. At The Gillford Centre and School 180, all staff are committed to supporting pupils with additional needs and to working in partnership with parents, carers, and external agencies.

The Management Committee will:

- Ensure that the schools fulfil their statutory duties in relation to the SEND Code of Practice (2015) and the Equality Act (2010).
- Monitor the effectiveness of SEND provision, including the allocation of resources and the outcomes for pupils with SEND.
- Appoint a link governor for SEND who works closely with the SENCo and reports regularly to the committee.

The Headteacher will:

- Have overall responsibility for the provision and progress of all pupils, including those with SEND.
- Ensure that the SEND policy is implemented consistently across both sites.
- Allocate resources effectively to meet the needs of pupils with SEND.
- Report to the Management Committee on the effectiveness of SEND provision and outcomes.

The Special Educational Needs Coordinator (SENCo) will:

- Oversee the day-to-day operation of the SEND policy across both The Gillford Centre and School 180.
- Coordinate provision for pupils with SEND, including those with EHCPs and those receiving SEND support.
- Advise and support colleagues in identifying and meeting the needs of pupils.
- Liaise with parents, carers, and external agencies to secure appropriate support.
- Ensure accurate records of pupils with SEND are maintained and that reviews (including EHCP reviews) are carried out within statutory timeframes.
- Monitor the progress and attainment of pupils with SEND and evaluate the impact of interventions.

Teaching Staff will:

- Deliver high-quality, differentiated teaching that meets the needs of all pupils, including those with SEND.
- Identify pupils who may have SEND and share concerns with the SENCo in line with the graduated approach (Assess–Plan–Do–Review).
- Work collaboratively with the SENCo to implement strategies and interventions.
- Monitor and record the progress of pupils with SEND in line with school policies.



- Engage in professional development to enhance their understanding of SEND.

Support Staff will:

- Work under the direction of teachers and the SENCo to support pupils with SEND in accessing learning.
- Deliver targeted interventions as planned and monitor pupil engagement and progress.
- Provide feedback to teaching staff and the SENCo on the impact of strategies and interventions.
- Promote independence and resilience in pupils while providing appropriate support.

Parents and Carers are expected to:

- Work in partnership with the school to support their child's learning and development.
- Attend meetings and reviews, and share relevant information about their child's needs.
- Support agreed strategies and interventions at home wherever possible.

Pupils will be encouraged to:

- Take an active role in their own learning by engaging with support and strategies provided.
- Share their views and contribute to the setting and reviewing of their personal targets.
- Work towards developing independence and resilience in their learning and daily life.

5. School admissions and inclusion

Pupils are placed on roll at the Gillford centre/School 180 as part of the 6 day provision when they have been permanently excluded from their previous school. Some pupils with EHCP's are placed here after a consultation process via the Local Authority. 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.

6. Partnerships with Parents

At the Gillford Centre/School 180 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 (<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.

7. Pupil Participation

At The Gillford Centre and School 180, we believe that pupils with Special Educational Needs and Disabilities (SEND) should be at the heart of the decision-making process about their education. We recognise that involving pupils in shaping their support promotes engagement, ownership, and positive outcomes.

We are committed to ensuring that pupils:

- Have a voice in discussions about their learning, support, and future aspirations.
- Contribute to setting their personal targets, both academic and social/emotional, and take part in reviewing progress towards them.
- Are consulted in SEND reviews, including Annual Reviews of Education, Health and Care Plans (EHCPs), to ensure their views, wishes, and feelings are fully considered.
- Receive information in accessible ways, so they can make informed choices about their learning and support.
- Develop independence and self-advocacy skills, so they are able to express their views confidently and prepare for adulthood.

We encourage participation by:

- Using pupil-friendly language and tools (such as "All About Me" profiles and target sheets) to capture views.
- Involving pupils in regular one-to-one discussions with staff to reflect on their progress and well-being.
- Supporting pupils to chair or contribute actively to review meetings where appropriate.
- Ensuring that achievements and contributions are recognised and celebrated.

Through active participation, pupils are empowered to take ownership of their learning journey, develop confidence in their abilities, and play an active role in shaping their future pathways.



8. Assessment and Provision

At The Gillford Centre and School 180, we follow the graduated approach of Assess – Plan – Do – Review to identify and meet the needs of pupils with SEND. This cycle ensures that provision is continuously monitored and adapted so that pupils receive the right support at the right time. High-quality teaching, personalised learning, and evidence-based interventions form the foundation of our practice.

Some pupils arrive with their special educational needs already identified and with an Education, Health and Care Plan (EHCP). All pupils are assessed as part of their transition package. We use observations and/or further assessments to build a clear picture of each pupil's individual learning needs, so that the correct support can be provided.

We use a range of approaches to identify and assess SEND, including:

- Assessment of reading, spelling, and language skills.
- Observations of pupils during teaching and learning.
- Informal discussions with pupils, parents, and carers.
- Monitoring of academic progress.
- Monitoring of social and emotional development.

Some pupils will have an Individual Education Plan (IEP), which sets out personalised targets and strategies to support learning and development. Targets are informed by Boxall Profiles and the SEMH toolkit, completed at regular intervals. The IEP is reviewed termly and links to the long-term outcomes set in the EHCP or pastoral support process. Targets are ambitious yet realistic, enabling pupils to make sustained progress.

Pupil progress is also assessed through the school's wider assessment programme, as outlined in the Assessment Policy. Data is regularly analysed and used to inform planning, identify gaps, and implement strategies to ensure that all pupils achieve their full potential.

Curriculum Entitlement

The curriculum is central to our SEND provision. We believe that every child is entitled to a broad, balanced, and stimulating curriculum, adapted to meet their needs and to promote progress academically, socially, and emotionally. We are committed to inclusion as a process, not a place, and personalised learning is at the heart of our practice.

- Primary (KS1 & KS2):
 - A thematic modular curriculum promotes creativity and cross-curricular links.
 - In Key Stage 1, learning through play develops early skills and readiness for personalised programmes.

- In Key Stage 2, the curriculum reflects mainstream expectations, with regular assessments used to identify gaps and provide targeted support.
- Staff record strategies in behaviour management plans, IEPs, and case studies to support reintegration into mainstream settings.
- Key Stage 3:
 - The curriculum is built on the three principles of the National Curriculum Inclusion Statement:
 - Setting suitable learning challenges.
 - Responding to pupils' diverse needs.
 - Overcoming potential barriers to learning and assessment.
 - Pupils are placed at the centre of the learning process, and teaching ensures that:
 - Pupils are clear about what they are doing and why.
 - Activities are matched to age and ability, and progress is paced appropriately.
 - A range of skills is developed through varied activities and approaches.
 - Pupils work in different groupings, according to the task and learning need.
 - Assessment is continuous but manageable, and used to plan each pupil's next steps.
 - English, Maths, and Science are prioritised with four hours per week each.
 - Provision is supported by targeted interventions in literacy, numeracy, and emotional resilience.
 - Interventions promote both academic progress and social/emotional development.
- Key Stage 4:
 - Pupils access a curriculum designed to be as close as possible to mainstream education, ensuring they are not disadvantaged should reintegration occur. This also supports pupils to achieve meaningful qualifications that prepare them for their next steps.
 - A wide range of accredited courses is offered, including Functional Skills, Unit Awards, and GCSEs. Courses are carefully matched to each pupil's learning needs, personal interests, and aspirations, while considering the most appropriate methods of assessment.
 - Pupils select two option subjects in Year 10 and continue them through Year 11, alongside a broad core curriculum. We aim for all pupils to leave with at least five recognised qualifications, including English, Maths, and Science.
 - In some cases, pupils may follow a personalised learning programme, which may include therapeutic learning, one-to-one or off-site tuition, or placement in an alternative provision. These adaptations ensure that each pupil's education is tailored to their needs and pathway.
 - Enrichment opportunities such as Outdoor Education, Science Week, Careers Week, and World Book Day broaden horizons and foster personal growth.
 - Employability courses, educational visits, and bespoke work experience opportunities prepare pupils for life beyond school.



Across all phases, our curriculum nurtures independence, resilience, and readiness for adulthood, while celebrating pupils' achievements and contributions.

9. Annual Review

Pupils with an Education, Health and Care Plan (EHCP) will have an Annual Review in line with statutory requirements. These meetings are attended by parents and carers, class teachers, and the pupil themselves (where appropriate). Other professionals involved in the pupil's education and care are also invited to contribute.

The purpose of the Annual Review is to:

- Review the pupil's progress towards the outcomes in their EHCP.
- Evaluate the effectiveness of current provision.
- Consider whether the EHCP continues to reflect the pupil's needs accurately.
- Plan next steps, including adjustments to provision where necessary.

Pupil voice is central to the Annual Review process, and we ensure that their views, wishes, and feelings are taken into account. This may be achieved through direct participation in the meeting, through pupil-friendly questionnaires, or by using a trusted adult to represent their views.

The outcomes of the review are formally recorded and shared with the Local Authority in accordance with statutory guidance.

10. Procedures for Concerns

At The Gillford Centre and School 180, we are committed to working in partnership with parents and carers. We recognise that clear communication is vital to ensure the best outcomes for pupils with SEND.

If parents or carers have concerns regarding the provision made to meet their child's special educational needs, they are encouraged to:

1. In the first instance, discuss the matter with the class teacher.
2. If the concern remains unresolved, parents and carers should raise the issue with the Headteacher.
3. If parents or carers are not satisfied with the outcome, they may pursue the matter through the school's Management Committee Complaints Procedure.

Details of the Complaints Procedure are available on request from the school office.

We welcome and value the views of parents and carers and will always seek to resolve concerns promptly and constructively in the best interests of the child.



11. Professional Staff Development

At The Gillford Centre and School 180, we recognise that high-quality teaching and support for pupils with SEND is underpinned by the skills, knowledge, and professional development of our staff.

- The Management Committee ensures that members remain up to date with their statutory responsibilities through training and regular updates from the Headteacher.
- All staff are encouraged to engage in regular Continuing Professional Development (CPD) linked to the School Improvement Plan (SIP). This may include attending courses, meetings, and conferences, engaging with professional reading, or accessing resources through professional bodies.
- All staff are Team Teach trained to promote positive behaviour management strategies and ensure a safe learning environment.
- All staff complete safeguarding and PREVENT training to ensure that pupils are protected, supported, and safe in school and the wider community.
- Staff are supported to stay informed about both local and national developments in SEND practice and legislation.

To ensure effective provision:

- All teachers and support staff working with individual pupils are made aware of the most effective strategies and teaching approaches for meeting their needs.
- This is achieved through the use of Pupil Passports, Boxall Profiles, the SEMH Toolkit, and other assessment information which is shared and reviewed regularly.
- Staff receive ongoing training in specialist approaches where appropriate, enabling them to adapt provision to meet diverse and complex needs.

Our commitment to professional development ensures that staff are confident, skilled, and equipped to deliver inclusive, high-quality education that enables all pupils to thrive.

12. Links with Outside Agencies and the School Community

At The Gillford Centre and School 180, we work in partnership with a wide range of outside agencies to ensure that pupils and their families have access to the specialist support they need. These agencies provide expertise, assessment, and targeted intervention to complement the provision within school.

We work closely with:

- Inspira
- Physiotherapists
- Independent Speech and Language Therapist (employed by the school)
- Educational Psychologists
- Target Youth

- Youth Offending Service
- Occupational Therapists
- CAMHS (Child and Adolescent Mental Health Services)
- Social Services
- Respite Care Workers
- Primary, Secondary, and Special School Consortiums
- EHCP Coordinators
- Health providers and services

Occasionally, a pupil may need more specialist input from an outside agency. In these cases, parents and carers are consulted and referrals are made with their consent to ensure appropriate and timely support is provided.

School and Community Links

We believe that education extends beyond the classroom, and we place great importance on developing strong links with the wider community. These connections provide enrichment opportunities, broaden pupils' horizons, and prepare them for life beyond school.

Our community links include:

- Collaborative work with local employers and training providers to support careers education, employability skills, and bespoke work experience opportunities.
- Partnerships with local colleges and post-16 providers to support smooth and successful transitions.
- Engagement with community organisations, including youth groups, sports clubs, and arts projects, to promote social and emotional well-being.
- Participation in community events and national initiatives such as Science Week, Careers Week, and World Book Day.
- Links with local services such as the Fire Service, Police, museums, and libraries, which enhance the curriculum and provide real-world learning experiences.

Through these partnerships, we ensure that pupils not only receive the specialist support they need but also benefit from being active, valued members of both the school and the wider community.

13. Monitoring and Evaluation of the Special Needs Policy

This policy will be reviewed by the management committee on an annual basis.



