



Gloucester Academy – Our Local Offer

Address:-	Painswick Road, Gloucester, GL4 6RN
Website:-	www.gloucesteracademy.com
School opening hours for the children:-	8:40 – 15:05 Mon-Fri
Point of contact:-	Andy Vinton – Interim Principal 01452 428800
Type of Provision:-	Secondary Education
Age range:-	We cater for children aged 11 - 18

Admission arrangements:- The White Horse Federation subscribes to the Gloucestershire County Council admissions procedures and policies. Parents can apply through Gloucestershire County Council or directly with Gloucester Academy for Secondary School admissions. For the Sixth Form, students can apply through the School Office, subject to grades achieved at GCSE.

Referrals:- Children can be referred to the school if they are accommodated by the Local Authority or if they have an Education Health and Care Plan on parental request.

Cost:- Pupil Premium funding will follow the child as well as funding from Gloucestershire county Council.

Partnership agencies:- We work with;

- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapist,
- Communication and Interaction Advisory Service
- Children and Young People’s Service (CYPS)
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Families First
- Youth Support Team
- Children’s Services – including Multi Agency Safeguarding Hub
- Gloucestershire Safeguarding Children Board (GSCB)

- The Virtual School (for children in care)
- SEND Casework (Special Educational Needs & Disabilities panel)
- Education, Entitlement and Inclusion Team
- Young Carers

Curriculum:- Pupils at Gloucester Academy follow a curriculum that offers a broad breadth of subject knowledge and skill. The curriculum is adapted to enable pupils to master independence in thinking and accelerate learning. Our curriculum is designed to provide experiences for personal development, academic success and to promote individual ambition with appropriate levels of support. The needs of the child could influence the curriculum they receive and this will be tailored to individual need.

Assessment:- We assess the pupil's progress regularly and parents are invited to regular meetings to discuss their child's academic progress and attainment. We gather intelligence and context around social and emotional development in order to inform our planning for each child. In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs. If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents the same day and are formally recorded in a secure file.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

Transition:- Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings we will check funding, write any necessary plans and look at ways of employing staff. Pupils visit the school prior to their start date through a scheduled appointment with an Admissions officer. When a child moves on to a new school, information is passed to the receiving school upon confirmation of 'date on role'; this transfer should take place within 15 days. This could apply to an in year admission or a transfer into post 16 education. Our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education Health Care Plan, then a transitional review will take place in year 5 and possible school options are discussed.

Staff Expertise:- The SENDCO is a fully qualified teacher, WHF expectations are that all teachers are responsible and teachers of SEN and have the support of the SENDCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum. Pastoral support is available for all pupils via a Tutor, a Head of Year and our Family Support Team.

Monitoring of the effectiveness of the provision:- There are robust systems in place for SENDCO to monitor the effectiveness of the school provision these include;

- book scrutiny
- progress meetings with Faculty Heads
- monitoring the quality of provision for SEN children via Learning Walks and Pupil Pursuits
- monitoring of planning and
- provision mapping

The SEN Governor will meet with the SENDCO and quality assure both procedures and practices are exemplary for children with SEND. Strand leaders/teams also monitor the delivery of their subject and the progress made. The Principal monitors and quality assures the impact of the SEND action plan.

Equal Opportunities:- All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

Spiritual, Moral, Social and Cultural Curriculum:- The WHF is a values based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council, to which all pupils contribute
- Pupil voice
- Pupil governance
- School parliament
- Community events
- Religious festivals
- Special school days
- Build strong meaningful relationships between staff and pupils
- Measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive.

Safeguarding Curriculum

Gloucester Academy is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff, governors, volunteers and visitors to share this commitment. The protection of our students from abuse is the responsibility of all staff within our school, superseding any other considerations.

We aim to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the specific needs of the individual child by our trained, dedicated Safeguarding Team.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Academy staff forms part of a wider safeguarding system for children, as described in the statutory guidance 'Working Together to Safeguard Children, 2018'. Academy staff will, therefore, work together with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

All staff members will also receive appropriate child protection training which is regularly updated. The Designated Safeguarding Lead will undergo updated safeguarding training every 2 years.

In line with current guidance in **Keeping Children Safe in Education Guidance, 2018**, expert and professional guidance will be sought around concerns, such as:

- Child Sexual Exploitation
- Bullying – including Cyber bullying
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith abuse

- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence / Violence towards women and girls
- Mental Health
- Peer on Peer Abuse
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Keep safe work

All staff are involved in direct teaching of the safeguarding curriculum as part of our Personal, Social, Health and Economic Education offer. Keep safe work is built-in to the PSHE scheme, and delivery of key messages may be planned through assemblies, workshops and theatre productions and may involve specialist teams, such as Police colleagues, health professionals and other organisations.

From the parent carer's point of view:

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- *If your child is new to Gloucester Academy, information regarding their prior learning attainment and additional needs will be passed on by the previous school and/or the Local Authority.*
- *In school, students are regularly assessed around their learning and progress is monitored by teachers.*
- *Concerns may be raised by teaching staff or support staff.*
- *If you have concerns yourself, please talk to your child's tutor. Appointments are best made after school hours; please phone the school to make an appointment.*
- *If we in school identify any special educational needs, we will talk to you about it and tell you what support will be put in place. We may or may not ask your permission to involve one or more of the Partnership Agencies.*

2. How will the school support my child?

The school has many options to enable your child to access mainstream learning, these include the following:

- *High quality teaching and planning to address individual needs*
- *Specialist TAs who are trained in supporting specific learning difficulties and children with complex needs*
- *Qualified and trained teaching staff including the SENDCO who can advise on strategies to support and help your child to progress*
- *Access to other professionals, i.e. Advisory Teaching Service, for advice*

3. How will the curriculum be matched to my child's needs?

The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at their own level and make the progress s/he needs to make.

Specific interventions are offered to support with low levels of literacy, numeracy and concerns around emotional, social and mental health development.

4. How will I know how my child is doing and how will you help me to support my child's learning?

School will communicate regularly with you and this may include:

- *Informal conversations between parent/carers with Academy staff*
- *Discussions around the child's individual learning needs and provision in place*
- *Regular reports around academic attainment*
- *SEND reviews with case holders*

This list is not exhaustive

5. What support will there be for my child's/young person's overall well-being?

We are a fully inclusive school and all staff are passionate about the well-being of each child. At Gloucester Academy we aim to provide outstanding care and guidance from all staff. We ensure that key messages around 'keeping safe' and personal well-being are taught through CPSHE during tutor time along with assemblies and creative opportunities.

Continuous care, support and guidance in class and around school may also include:

- *PSHE curriculum*
- *Fully inclusive school where every child matters*
- *Enrichment activities*
- *Medical care plans/ personal care plans as appropriate*
- *First Aid*
- *Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them.*
- *Family support – comprising Family Support Worker and two Safeguarding Leads.*

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

- SENDCO (Special Educational Needs & Disabilities Co-ordinator)
- School counsellors
- Safeguarding lead professionals
- Chaplain
- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapist,
- Communication and Interaction Advisory Service
- Children and Young People's Service (CYPS)
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Families First
- Youth Support Team

- Children's Services – including Multi Agency Safeguarding Hub
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7. What training have the staff supporting children with SEND and/or Safeguarding needs had?

All staff have access to professional development which is tailored to the needs of the children. These include specific training around Special Educational Needs, safeguarding training and training in identified strategies, i.e. Sound Training, Supporting Mental Health, Team Teach, etc.

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

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

9. How accessible is the school environment?

Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Gloucester academy was built in 2013 in compliance with European Disability guidelines and is therefore:

- *Fully wheelchair accessible*
- *Colour coded to aid those with visual impairments*
- *Accessibility toilets and changing areas which include a wet room.*
- *Fitted with specialist classroom equipment such as height adjustable tables, workbenches and accessible ovens and sinks.*

Gloucester Academy benefits from a number of designated disabled parking spaces directly outside the main entrance. These are allocated to students and staff with mobility needs.

10. How will the school prepare and support my child to join the school or transfer to a new school?

Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings we will check funding, write any necessary plans and look at ways of employing staff.

When a child moves on to a new school, information is passed to the receiving school upon confirmation of 'date on role'; this transfer should take place within 15 days. This could apply to an in year admission or a transfer into post 16 education.

We provide support around transitions as follows:

- *If a child has an Education Health Care Plan then a transitional review will take place in year 5 and possible school options are discussed. For students who require the support of outside agencies, such as Occupational therapy, additional visits and professional planning meetings may be arranged to ensure that equipment and risk assessments are in place prior to September. SENDCOs of all main feeder primary schools will be invited into Gloucester Academy to an information sharing event, allowing early planning for students who may require additional support.*

- *Our Year 6 pupils have a structured transition plan in place in Term 6 which is coordinated by our New Basics team who hold responsibility for year 7. All main feeder schools will be visited by a member of the New Basics Team and year 6 teachers will be invited to share student information in order to aid group planning for a successful start.*
- *For those pupils joining the school as an in year admission, they will complete an induction process with our New Arrivals Team.*
- *Planning for post 16 provision of all our students is carefully planned with sixth form staff, who will conduct individual interviews. Opportunities for attending college open days and receiving support with application forms or interviews can be discussed with the SENDCO. Academy staff work together with Careers Advisory Officers to support students and parents during this transition period. Other services, such as the LIFT project (Which helps young people prepare for getting to college safely using public transport) are also available to offer assistance.*

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

The school has funding for all children including children with Special Educational Needs and Disabilities. Where students have a wider range of needs and are supported by more than one external agency, a My Plan + will be completed to ensure that needs are properly coordinated across services. This planning will involve views of the parent/carer.

Additional funding can be requested to support higher needs children with Education Health and Care Plans. The SENDCO will assess each child's needs in detail to ensure that school based provision meets the needs as described in the Education Health and Care Plan.

This may include access to:

- *Additional resources*
- *Additional learning support*
- *Support from outside agencies (as described in point 6)*

12. How is the decision made about what type and how much support my child will receive?

- *Through initial assessments and provision mapping*
- *Where appropriate assessments may be sought from partnership agencies*
- *Meetings with teacher/parent and other professionals (where appropriate)*

13. Who can I contact for further information?

If you wish to discuss your child contact their tutor.

If you wish to discuss the curriculum offer please contact the SENDCO who will be happy to meet with you or refer you to other agencies if they may be more helpful.

- SENDCO, Miss Sarah Arden on 01452 428800 or info@gloucesteracademy.com
- Designated Safeguarding Lead, Mrs Mandy Pugh on 01452 428800
- Deputy Designated Safeguarding Lead, Mrs Catherine Stevenson on 01452 428800

Appendix A- Glossary of Terms

WHF – White Horse Federation

GA – Gloucester Academy

LA – Local Authority

SEND – Special Educational Needs and Disabilities

SENDSCO – Special Educational Needs and Disabilities Co-ordinator

TA – Teaching Assistant

CP – Child Protection

DSL – Designated Safeguarding Lead

CIC – Children in Care

PEP – Personal Education Plan

CYPS – Children and Young People’s Service

FSW – Family Support Worker

TAC – Team Around the Child

FMS – Fine Motor Skills

GMS – Gross Motor Skills

ADHD – Attention Deficit Hyperactive Disorder

ASD – Autistic Spectrum Disorders

SpLD – Specific Learning Difficulty

SATs – Statutory Assessment Tasks

CPD – Continued Professional Development

FSM – Free School Meals

BME – Black, Minority or Ethnic

EAL – English as Additional Language

PP – Pupil Premium