

Special School Provision Specifications

The Gateway School and Technology College St John's Road, Tiffield, Northamptonshire, NN12 8AA

Type of Provision

The Gateway School and Technology College caters for students who's Statement/ Education Health Care Plan (EHCP) identifies behaviour, emotional and social difficulties (BESD)/ social emotional and mental health (SEMH) as their primary need.

Pupils placed in special schools on account of their SEMH will span a wide range of ability. Many may have significant learning difficulties as a result of their emotional and behavioural problems, and are less likely to become spontaneously involved in learning activities. Their attitudes towards and capacities for learning will vary considerably.

In addition to the above a significant number of our pupils exhibit or have been diagnosed as having organic behavioural disorders such Attention Deficit and Hyperactivity Disorder, Tourettes Syndrome etc. The Gateway School does not usually admit pupils diagnosed with Autistic Spectrum Disorder (ASD) as their primary need but we recognise that some of our pupils are diagnosed with ASD during their time with us. We also recognise that our main BESD/SEMH primary feeder school will have some ASD pupils on roll. As such we will consider each case individually. In every case admission will not be considered unless BESD/SEMH is their primary need.

Admission Criteria and Arrangements

All admissions will be determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014, if the pupil has an EHC plan or in accordance with the 'SEN Code of Practice', November 2001, if the pupil has a statement of SEN. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

- All students will have a statement of special educational needs/ EHCP and the Local Authority will have identified their needs as requiring placement at The Gateway School and Technology College.
- The local authority will determine admission to the provision, considering parental preference and following consultation with the governing body and Headteacher.
- Placements are made throughout the year although most admissions take place at the start of the academic year.
- Wherever possible, a member of staff will attend the Year 6 review of special educational needs and liaise with the current school, prior to transfer. In addition to this, Year 6 pupils will attend a week- long transition placement in the Summer term to ensure the best transition possible.

School Characteristics

- The School is a specialist provision. It offers students an appropriate curriculum based upon the National Curriculum.
- Where possible students are taught in Key Stage groups.
- The individual needs and learning styles of students will determine the methodologies used.
- Each student has a Teacher who co-ordinates their pastoral and curricular needs and ensures the Statement/EHCP Provision sheets are implemented, monitored and reviewed.
- The School is committed to offer carefully structured access, with the appropriate support, to a mainstream school curriculum if this is appropriate to the students' needs.



Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan and Statement of SEN in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

Review arrangements for students with EHC plans and for students with statements of SEN are set out in the relevant SEN Codes of Practice. The Gateway School and Technology College will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

For students:

- In addition to school internal assessments, review and monitoring, each student has a statutory review of their statement/EHCP. This offers a formal setting for the discussion and review of the progress and provision of the Statement of Special Educational Need.
- Students have a Statement/EHCP provision sheet detailing objectives and intended outcomes which are reviewed 3 times a year. Should a student make significant levels of progress and it felt by all professionals and parents that the Statement/EHCP is no longer required the School will work with the LA to ensure appropriate provision is identified.
- Pupils presenting particularly high levels of challenge may also be the beneficiary of a 'Support and Intervention Plan' (SandI) which provides detail on strategies and arrangements which might better support the student to succeed.
- Children who are looked after (CLA) will undergo review of progress and placement via LAC reviews, Personal Education Plans (PEPs) and via the SandI process outlined above.
- We have very rigorous arrangements in place to assess the progress made by our students. Progress is measured against a four point scale of 1, Outstanding, 2, Good, 3, Satisfactory and 4, Cause for Concern. Targets are set for each pupil to make 'Good' progress in every subject and this is assessed three times a year with a report sent to parents each time. In this way we are able to determine which of our pupils are making good or outstanding progress.

For the provision:

- The School is included within the Local Authority's monitoring cycle.
- The School is inspected by OFSTED and is currently graded Good (2) (March 2012).

Exit Criteria and Arrangements

The needs of individual students are paramount. It should not be assumed that all students attending The Gateway School requiring specialist provision at a particular time will do so permanently. The presumption of mainstreaming is based on the premise that there is benefit to students when their inclusion with their mainstream peers is properly prepared, well supported and takes place in mainstream schools, colleges or academies which demonstrate a positive ethos towards SEN inclusion.

Future Plans

Currently The Gateway School and Technology College is a maintained school within the Local Authority. There are no immediate plans to make moves towards gaining academy status but this will always be an option if the Head teacher and governors feel that it would benefit the school in the future.

We already open up sections of our Vocational Learning Centre to other schools and the future plan is to increase access for other special schools who may wish to access our state of the art facilities.

Staffing Details

- The School includes Teachers, Instructors and Learning Support Assistants. All staff are experienced in meeting the identified needs of students with behaviour, emotional and social difficulties/ social emotional and mental health
- There are appropriate numbers of staff for each group of students.
- The Management structure comprises of the Headteacher, Deputy Head Teacher, Assistant Head Teacher and School Business Manager.
- There may, exceptionally, be additional support for named students from the Pupil Support Co-ordinator, the Home School Partnership officer and Individual Support Staff who act as Key Workers for identified pupils.
- Training and Induction is given to all staff across the school with the aim that they will be able to work with all students.

For more information, please visit the school's website: www.thegatewayschool.co.uk