SEND Information Report
2021- 2022

Version Number: 01
Ratified by Local Governing Body:
Next Review Date: October 2022
Academy Link: Miss L McPartland

SEND Information Report 2021 - 2022

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction	2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties	4. Sensory and/or Physical Needs

General School Details:	
School Name:	The Grange Academy
School website address:	https://www.thegrangeacademy.co.uk/
Type of school:	Academy
Description of school:	All –Through Mainstream (Nursery to Secondary)
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes KS1 Autistic Septum Condition (ASC) Resource Base with 9 places KS2 Autistic Septum Condition (ASC) Resource Base with 9 places in each. KS3/4 ASC Resource Base with 16 places across the Key Stages.
Number on roll:	1081
% of students at the school with SEND:	22%
Date of last Ofsted:	July 2016 (Converted to academy 1st January 2018)
Awards that the school holds:	Healthy Schools
Accessibility information about the school:	The school meets all relevant accessibility requirements as required under DDA. See Accessibility Policy
Please provide a web link to your school's Accessibility Strategy	http://www.thegrange.com/downloads/accessibility_plan_oct_2014.pdf/
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism	**Louise McPartland**: BSc Psychology 2002, GTP, Post Graduate Certificate in Educational Leadership 2010, Post Graduate Dipolma, Post Graduate Certificate, NPQH 2018, National Award for SEN Coordination 2021 **Rachel Salisbury**: BSc Psychology 2006, PGCE Primary Education 2008, Certificate in understanding autism in school 2012, Picture Exchange Communication System (PECS) March 2012, National Award for SEN Coordination 2015, NPQSL 2018 **Kate Stockton:** BA EYFS 2002**,** QTS, National Award for SEN Coordination

and include dates.	2012, Picture Exchange Communication System (PECS) 2009 **Christine Mulligan:** Bachelor of Education 2016, ELKLAN Complex Needs **Ian Critchley**: BSc Sport Science (2004), PGCE, MA Educational Leadership (2014) National Award for SEN Coordination (2013), NPQH (2018). **Gemma Alexander:** BSc (Hons) Psychology with child and language development (2006),MEd Special Educational Needs (2009) Introduction to Adverse Childhood Experiences and Early Trauma (2020) Understand Anxiety: 10 things you need to know (2020), Mental Health First Aid (2019), Attachment Awareness and Emotional Coaching (2016), ELKLAN autism training (July 2007) **Kelly Price:** BA Hons in Sociology (July 1999) SP -EAK Suicide Prevention – Explore, Ask, Keep Safe training (July 2019) Mental Health First Aid Course (2019) Teen Brain Training CAMHS (2019) ACES (July 20) **Gill Bazley**: ELKLAN- verbal student with Autism, PECS Nov 2016, Diploma in Medical Hypnotherapy April 2021 **Vicky Nelson**: ELKLAN- verbal student with Autism 2013 SEND Diploma levels 2,3 and 4 2018 **Val Robertson:** TQUK Level 2 Understanding Autism, Cache Level 2 Understanding Children & Young People's Mental Health. **Leeann O'Neil**: ELKLAN **Vicki Law**: ELKLAN- verbal student with Autism ELKLAN in July 2016, ELSA, Mental Health First Aid **Maxine Follon**: ELKLAN, PECS –March 2012, Lego Therapy June 2017 **Louise Downey:** ELKLAN, BA Hons Degree (1st class) - Education & Special Educational Needs - July 2014 MA Disability Studies - Post Grad Diploma (1st class) - Aug 2016. **Karen Woods**: ELKLAN, Understanding Autism in Your School Advanced Certificate Level 4 - Canterbury Christ Church University May 2015 **Claire Lofts:** ELKLAN, Advanced Certificate in Understanding Autism In Your School - Level 5 Canterbury Christ Church University - June 2014 **Nicola Carter:** ELKLAN speech and language - 2016 **Chris Atkinson:** Mental Health 2017 **Lisa Winn** – ELKLAN, PECS training - June 2018 **Tina Martin**-NCFE Level 2 certificate in principles of working with individuals with learning disabilities – September 2014 **Joanne Asbury**-Elkan Speech and Language Level 3 - June 2006. **Joanne Gayter-** ELKLAN level 2 – 2010, Mental Health First Aid

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.		
		SEND Policy	Yes https://www.thegrangeacademy.co.uk/downloads/policy/2021-2022/send_policy_sept_2021.docx.pdf
		Safeguarding Policy	Yes https://www.thegrangeacademy.co.uk/downloads/policy/2020-2021/safeguarding_and_child_protection_policy_tga_2020_t0_2021.pdf
		Behaviour Policy	Yes https://www.thegrangeacademy.co.uk/downloads/policy/2020-2021/behaviour_policy_sept_2020_v2.pdf
		Equality and Diversity	Yes https://www.thegrangeacademy.co.uk/downloads/policy/2021-2022/equality_policy_objectives_2021-2022.pdf

		Student Premium Information	https://www.thegrangeacademy.co.uk/academy_information/pupil_premium/
		Complaints procedure	Yes https://wadedeacontrust.l7.duodesign.co.uk/downloads/policies/72_complaints_policy_v4.pdf

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of students and their parents in planning to meet them.	• When students have identified SEND before they start at The Grange Academy, school work with the people who already know them and use the information they have available to identify and support SEND needs. • All teachers are teachers of SEND and provide Quality First Teaching in the first instance, as detailed in the SEND code of practice 2015. School follows the graduated approach using the Assess Plan Do Review cycle. • If a student does not appear to be making the same level of progress as other students of their age despite Quality First Teaching a concern form will be raised and appropriate assessment will be undertaken if necessary. We will consult other professionals to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are student and family centred and at all times we seek the views, opinions and voice of students and their parents and involve them in all decision making and planning to meet student's needs. • When we assess SEND we discuss if needs and difficulties are the same at school as at home; we take this into account in our work to help students. • We will write plans with students and parents/carers. Interventions and strategies are agreed, reviewed and amended on a regular basis. • We use homework to embed and practice activities that are new and present an achievable challenge. • Baseline assessment starts as soon as the student arrives.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority	• We have Autism specialist teachers and teaching assistants within the resource base department. • We also have a team of Teaching Assistants who support students across the school.

support services and voluntary sector organisations.	• We have support from specialist teachers for accessing the curriculum and additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, social and emotional related difficulties, autism spectrum conditions, moderate / severe learning difficulties and specific learning difficulties. • We get support from local authority services (including educational psychologists) and local special schools who provide outreach. • We have support from health services including CAMHS and a school nurse. • We have systems for contact with social care where appropriate. • We are supported by occupational therapy and physiotherapy for students who require this input and specific resources. • We will hold multi-professional meetings. At these meetings the following types of discussions will take place; what will be put into place in school, agree targets for student's achievement. • Contact details for specialist services can be found on the local authorities website-Local Offer. • https://localoffer.ha_ltonchildrenstrust.co.uk/ this is the updated website address
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Specialist equipment to support the curriculum. • Individual work spaces and breakout areas. • Access to ICT resources such as i-Pad, laptop, visualiser. • Prompt and reminder cards for organisation. • Symbols and visual prompts. • Sensory rooms. • Systems for hearing impaired students e.g. radio aids. • Differentiated resources for visually impaired students, including coloured books and overlays. • Inclusion centre for student drop-in available at break and lunch times.
What strategies/programmes/resources are used to support students with autism and social communication difficulties?	• KS1, KS2 and KS3/4 ASC Resource Bases. • ASC specialist teachers and teaching assistants across all phases in the resource bases. • Autism specific assessments. • National Autistic Society resources used for student with autism. • Sensory rooms. • In-class support from Teaching Assistants to support strategies and interventions in class including visual supports. • Range of language resources and programme materials to form small group/one to one social skill intervention including Lego Therapy and ELSA.

	• Support from TA for small group or individual work including comic strip conversations, social stories, organisational and emotion work. • Intervention from speech & language therapist. • Elklan strategies to support students with Autism. • Access to quieter areas at unstructured times. • Support parents where appropriate to enable consistency of strategies. • Regular communication with parents to share strategies.
What strategies/programmes/resources are available to speech and language difficulties?	• A speech and language therapist from Chatter-bug completes initial assessments, blocks of teaching and reviews for student on their caseloads alongside other therapists. • In-class support from other Teaching Assistants. • Small group/one to one speech and language interventions/programmes. • Range of language resources and programme materials including ELKLAN resources. • Access to quieter areas at unstructured times.
Strategies to support the development of literacy (reading /writing).	• Quality First Teaching and focus groups initially. • Small group support in class for guided reading/writing. • Accelerated Reader programme • Form time literacy activities in Secondary • Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills. • Continued Professional Development training for all staff across the school. • Assessment of reading ages. • Lexonic/Lexonic Leap
Strategies to support the development of numeracy.	• Quality First Teaching and focus groups initially. • Small group support in class by teaching assistants. • Withdrawal in a small group for 'catch up' maths activities, using specific programmes for identified student. • Withdrawal by teaching assistant for 1:1 support and intervention. • Use of specialist maths resources online for reinforcement.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum via Quality First Teaching • Teaching Assistants providing support in-class and withdrawal when appropriate • Targeted intervention sessions. • Specialist equipment and differentiation of resources to suit individual needs. • SEND plans for identified students. • Time spent in a year group more appropriate to

	• the needs of the student. • School / year group provision mapping • Strategies put into place as provided by professionals / specialist services / outreach. • Small group transition support.
How we track and assess student progress towards the outcomes that we have targeted for students (including how we involve students and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	• Student progress is tracked using the Plan-Do-Review cycle outlined in the SEND Code of Practice 2015. • Observation. • Tracking and Target setting • SEND plans • Individual pastoral/behaviour support plans where appropriate. • Impact of interventions is regularly reviewed • Multi Agency Plan (MAP) • External professionals undertaking assessment. • Regular communication and meetings with parents. • SEND data reviews. • B Squared • Book Looks
Strategies/support to develop independent learning.	• Use of individual timetables and checklists. • Task lists • 'Chunking' of activities. • Individual success criteria. • Visual prompts. • SMSC curriculum. • Modified TA support to enhance independent learning. • Access to a broad and balanced curriculum for all. • Regular reviews of progress. • Provision of regular and purposeful feedback to students.
Support /supervision at unstructured times of the day including personal care arrangements.	• Mid-day supervisors provide support at all lunchtimes. • Named teaching staff are also allocated to supervise at break. • Designated staff responsible for personal care for named students. • Drop in access to SEND resource base / play area/inclusion centre at break and/or lunchtimes for identified students.
Extended school provision available; before and after school, holidays etc.	• There is a Link Club attached to the school but this runs independently from the school which is open before and after school, and during the holidays. • Please also refer to the full list of whole school extracurricular activities. • Summer school
How will we support students to be included in activities outside the classroom (including school trips) working alongside	• During school trips appropriate support and risk assessments are made for identified student needs.

their peers who do not have SEND?	• Keyworkers can work with students to prepare them for any such activities and if appropriate, TA support may be provided. • Alternative appropriate arrangements are made when the risk assessment doesn't support attendance on activities outside of the classroom. • SEND students are included in all enrichment and after school activities according to their preference.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Whole school teaching of SMSC including E-Safety where appropriate. • Planned support from teaching assistants. • Meet and greet at start of day. • Emotion check ins. • Parental contact daily through home-school book. • Parental contact session as appropriate. • Use of sensory rooms. • Social and emotional skill support– including relaxation and calming techniques etc. • Reduced and bespoke personalised timetable. • Quiet, secure base at unstructured times. • Modified curriculum as appropriate. • Referral to CAMHS. • Celebrate differences: Autism Awareness Week. • ELSA • Hypnotherapy • THASPS • Mental Health First Aid
What strategies can be put in place to support behaviour management?	• Consistent use of the school's behaviour policy including whole-school reward systems. • Pastoral team liaise with key individuals • Waved reporting system is adapted to meet the needs of SEND learners • Positive behaviour support plans • Pastoral Support plans • Provision of small group/one-to-one sessions supporting positive behaviour strategies and anger management. • Key worker identified. • Time-out support. • Referral to Support and intervention from outreach behaviour specialist and PBSS (Positive Behaviour Support Team). • Follow School Behaviour Toolkit Checklist
How we support students in their transition into our school and when they leave us *and in preparing for adulthood.*	• Identified staff to support transition. • Early discussions with feeder schools. • Transition visits are completed with Nursery/Primary Schools/colleges including follow-up meetings.

	- A two-day transition programme is undertaken for all Year 6 students who have been given a place. - Regular meetings with parents when necessary. - Transition plans for individual student if appropriate, including opportunities for student to meet with new staff. - Social stories and visual prompts for students. - Work through SMSC curriculum on managing and preparing for change and preparing for adulthood where appropriate. - In secondary phase keyworkers are identified at the earliest opportunity to establish consistency. - Meetings with Halton Careers education service take place from year 9. - Mock interviews for college courses are conducted for identified vulnerable students. - Supported college visits are conducted where necessary to ease the transition into a post-16 environment. - Work experience placements are tailored to individual students. - Travel Training.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	- Intervention from physiotherapy / occupational therapy team - Assessment and individual programmes. - Specialist resources. - Delivery of planned intervention programme by member of school staff. - Close liaison with medical staff where required. - Staff training for managing particular medical needs. - Lift passes (and Evac-chairs) for identified students to aid movement throughout the school building.
Extra support for parents and carers and students offered by the school/how parents are involved in their student's education.	- Student views are very important and we have a Student leadership team - Key workers are available who they know to go to if they require support / advice. - Regular meetings with parents/carers. - Parent contact book to strengthen school-home communication. - Provision of progress tutors and progress leaders to all students in the secondary phase. - We hold review meetings with parents of SEN pupils. - The school will signpost appropriate groups and organisations that are relevant for your family's needs. - The school works closely with the Local Authority including the locality team and will support families through a MAP.

How additional funding for SEND is used within the school with individual students.	• Schools receive funding for all students including those with special educational needs and disabilities and they meet students' needs through this (including additional support and equipment, alternative provision where necessary). The local authority may contribute if the cost of meeting an individual's needs are significant. • Variety of interventions and in class support to deliver strategies as detailed in Education, Health and Care Plans. • Discretionary top up funding is also used for bespoke interventions and in class support. • For the employment of Teaching Assistants to run intervention sessions. • The provision of in-class support. • For the development and delivery of personalised timetables to meet students' individual needs. • For the provision of dedicated rooms to support students on temporary and/or reduced timetables due to issues of challenging behaviour and/or vulnerability. • Specialist equipment-overlays, coloured books, sensory items • For the provision of Keyworkers. • B Squared to track and monitor progress and identify next steps in learning.
Arrangements for supporting students who are looked after by the local authority and have SEND. Including examples of how student premium is used within the school.	• The provision for looked after students is delivered by a member of the SEND team and; therefore, individual SEND needs are fully catered for. • Catch up premium is used for specific interventions and resources. • Staff training and development. • Pupil premium funding is applied for to meet individual need via the PEP process for LAC students with SEND. • Needs are identified and PP bids are made on an individual basis
SENCO name/contact: **L McPartland (Secondary SENCO) lmcpartland@thegrangeacademy.co.uk** **R Salisbury (KS2 SENCO) rsalisbury@thegrangeacademy.co.uk** **K Stockton (KS1 SENCO) primarysenco@thegrangeacademy.co.uk**	
Headteacher name/contact: **Ian Critchley: info@thegrangeacademy.co.uk**	
ANNUAL REVIEW 2021-2022 **Completed by:** R Salisbury, K Stockton, L McPartland **Date:** September 2021	

SEND Broad Areas of Need

Communication and Interaction	
6.28	Student and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Student and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when student and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where student are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where student are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Student and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other student and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some student and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many student and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Student and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind student and young people is available through the Social Care for Deafblind Student and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some student and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.