



**Grange
Academy**

Belong · Believe · Achieve

Article 2: *All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

SEN POLICY

Policy Status: Statutory

Review Cycle: 2 Years

Owner: Angela Morris
Acting Head of School

Date: September 2020

Approved by: Local Governing Body (LGB)

Date: September 2020

Review Date: September 2022

Grange Academy Special Educational Needs Policy

Principles

The Local Governing Body (LGB), Senior Leadership Team and staff at Grange Academy are fully committed to maximising the potential of pupils by meeting their individual needs. They adhere to the following principles.

- Pupils are entitled to have access to a broad, balanced and relevant curriculum. The curriculum must be appropriately differentiated according to their individual needs and underpinned by specialist approaches and strategies to address their need.
- Pupils must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities.
- Pupils within the Academy are regarded and treated as unique individuals who must be given the opportunity to excel and experience success. Their successes will be recognised and celebrated.
- Pupils benefit most when their individual needs are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned, implemented, monitored, and reviewed.
- All teachers at Grange Academy are considered to be teachers of Special Educational Needs, whose role is to plan and develop the curriculum to take account of individual differences.
- The pastoral and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils in their own learning is maximised and to enable them to achieve their potential.
- The school promotes the emotional and social development of all its pupils. For example, extra pastoral support arrangements for listening to the views of children and young people and measures to prevent bullying.
- Working in partnership with parents, carers and families is key to supporting pupils' needs.
- A multi-disciplinary approach involving the expertise and resources of outside agencies is essential when working with pupils whose individual needs are additional and complex.
- It is recognised that the 1996 Education Act, the Children and Families Act 2014 and the 2014 SEND Code of Practice are valuable sources of structure and guidance in developing systems and processes which will help to ensure that the needs of all pupils at Grange Academy are met.
- The school will evaluate the effectiveness of the provision made for its pupils and review EHC Plans at least yearly and more frequently should closer monitoring be required.
- Preparation for adulthood should reflect pupils' ambitions, which could include higher education, employment, independent living and participation in society

Aims

We will aim to:

- Ensure that all pupils at the Academy receive appropriate teaching and support which takes into account their Special Educational Needs.
- Ensure that work is well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve and consult pupils and families fully in decisions regarding education and the meeting of the pupils' needs, to support them to promote learning and development and planning for their future.

- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils' needs.
- Liaise effectively with all individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils' lives.
- Plan the provision of appropriate staff development and training to ensure that staff develop and update their skills in meeting the needs of pupils with Special Educational Needs.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team i.e. therapists and medical professionals and agencies to support the development and wellbeing of the whole person.
- Ensure arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood are highly effective. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- Arrangements for assessing and reviewing children and young people's progress towards outcomes is thorough and robust. Parents and young people are an integral part of this assessment and review.
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood will promote pupils' independence and be underpinned by high expectations of what pupils can achieve.

Complaints

Arrangements for handling complaints from parents of children about the provision made at the school are detailed in the school's Compliments and Complaints policy. This includes arrangements for children looked after by the local authority. In the first instance any concerns about the suitability of the Grange Academy provision should be report to Angela Morris, Acting Head of School.

Admissions

Grange Academy is a special academy for pupils aged 8-16 with a wide range of ability levels and additional learning needs, including moderate learning difficulties and/or autism.

Due to the complex nature of pupils' needs, we consider referrals to the school in the light of the needs of the whole school population. We do this to ensure that we continue to meet the needs of the whole school community.

All pupils have a Statement of Special Educational Need or an Education Health Care Plan (EHCP) maintained by the Borough of Bedford or other Local Authorities. Admissions are managed by the local authority in which the child resides. Bedford School Admissions can be contacted on 01234 718120. Diane Boyd, SEND Team Manager, can be contacted on 01234 228 306. Information regarding Statements of Special Educational Needs and EHCPs can be obtained from them.

Local Offer

Bedford Borough's SEN and Disability Guide is Bedford Borough's Local Offer. This sets out what support and services are available for children and young people aged 0-25 with disabilities and SEN and their families. Please see, sendguide.bedford.gov.uk

Related school policies, procedures and legislation

School documents: Teaching and Learning Policy, Admissions Policy, Equality and Diversity Policy.

Legislation: The Children and Families Act: Section 69 and The Special Educational Needs and Disability Regulations 2014, also the 0-25 Special Educational Needs and Disability Code of Practice.