



**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.*

## **SEND Information Policy**

**Policy Status:** Statutory

**Review Cycle:** Annually

**Owner:** Charlotte Thomas – Deputy  
Head/SENDCo

**Date:** October 2022

**Approved by:** Local Governing Body (LGB)

**Date:** November 2022

**Review Date:** October 2023

## **Introduction**

Grange Academy caters for pupils aged 7-16 with a wide range of ability levels and additional learning needs, including moderate learning difficulties and autism. This document outlines the support available to learners at our school. The overall objective of Grange Academy is to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

This is set out in our Equality Policy.

All children at Grange Academy will access all aspects of the options available through.

- A highly bespoke and enriched curriculum designed to meet the needs of all children to support them in reaching their full potential
- Access to a highly bespoke, aspirational and enriched curriculum offer, following a pupil centered approach
- Support from trained staff who are highly skilled and sensitive to the needs of children with SEND and their families
- A variety of teaching methods to take into account the various preferred learning styles and environments
- A broad range of intervention programmes and enrichment opportunities for all pupils
- Practical based learning opportunities outside the classroom with a strong focus on developing life skills and independence.
- Strong focus on supporting pupils into adult hood
- Information to support children's development, progress and communication between school and home in relation to the variety of additional events
- A Local Governing Body committed to the principles of the above policy

Grange Academy has a nurturing ethos and a broad and balanced curriculum for all children. All staff support all pupils to achieve their full potential. In the first instance this is achieved through quality first teaching in class. Learning tasks are highly differentiated and additional support given for individuals and selected groups of children. We promote mental and emotional well-being through our nurturing ethos; supporting all pupils to feel safe and secure and thereby in the right place to learn. We seek to prevent and deal with incidents of bullying, discrimination and unacceptable behaviour, by developing a climate where all children feel safe, valued, and well supported. Positive behavioural management approaches are used to resolve issues as appropriate and skilful de-escalation is used to divert and support higher level complex behaviours that some of our pupil's present.

High quality first teaching and additional interventions are defined across the school contributing to our provision management approach. We regularly review and record what we offer every pupil or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised bespoke approach to teaching and learning. We make it a point to discuss aspirations with our learners where applicable.

## **Consulting with our Pupils**

Most pupils are able to communicate through speech, though at a variety of levels. Pupils who are not verbal or struggle verbally communicate through a range of picture cues such as communicate in print, PECS or specialised visuals. Experienced staff who work closely with each child become "tuned into" each child and are aware of specific speech patterns and can often "translate" meaning. Every child has a voice that should be listened to. Pupils are actively encouraged to talk to staff if they have any problems or they can suggest something to help make the school a better

place for all. These opinions are also collated through the Pupil Parliament which offers ideas on events taking place in school, school improvements, menus, fund raising and other general activities. Curriculum opportunities offer children the chance to give their opinions. The Unicef Rights Respecting Gold principles allows pupil to voice their opinions about global topics. British and Grange values underpin our learning and prepare pupils to become well-informed individuals and global citizens. Our School Parliament and House Captains work hard to empower and represent pupil voice across the school and ensure pupils feel empowered and valued.

Questionnaires for pupils allow their opinions to be collated and potential follow up measures taken to provide a better service for this very important group. Parents and carers also play a big part in passing on children's views. Pupils' views are also collected to form part of their annual review process. This allows them the opportunity to share with a larger audience their aspirations for the future, their successes and the areas where they believe they need additional support.

### **Identifying and Assessing Pupils**

All pupils already have an EHCP on entry to Grange. This indicates, potentially, a whole series of assessments that have already been carried out with the child to assess their SEND needs. There are times when, through discussions with several interested parties, including parents that we believe there are other issues that are influencing the child's behaviours or academic performance, therefore future assessments will be carried out in the attempt to narrow the gap between learning and social, emotional and mental health issues.

Experienced staff are able to identify these difficulties and signpost potential support agencies to provide a more detailed report which will offer strategies to support the child. The outcomes of such involvement may indicate alternative provision would meet that child's needs more accurately.

We may make referrals to external agencies such as, medical professionals e.g. Speech & Language Therapists, Health and Occupational Therapists, ASC Advisory Team, Childhood & Adolescent Mental Health Service (CAHMS), Educational Psychologist, and Therapy Support workers. We work closely with the Borough SEND team when pupils transfer to Grange Academy and during their time in school.

### **Meeting the Needs of your Child**

Most of our pupils need support to help them with learning, social, emotional and behavioural aspects of their everyday lives and many have other associated difficulties. Perhaps the most important factor in developing each and every child's full potential is the essential cooperation necessary by all those people involved in the child's welfare to ensure the best possible outcomes. We view each child as an individual and our curriculum, teaching and assessment supports the individual needs in helping pupils to reach their full potential

The way we meet the needs of your child is through the following:

- All staff at Grange Academy are fully committed to this overriding principle.
- A full EHCP Review meeting takes place annually to update needs, review progress and set new targets. We discuss any potential changes to each pupil's educational, health and social care outcomes through meetings with our Senior Leadership Team and working with parents/careers and other professionals.
- If the need arises an interim review will be held.

- Pupils EHCP targets are rigorously tracked and monitored using out school target racker template.
- Every child will have an Individual Pupil Passport which is the focus for their educational, behavioural, social and health outcomes. This passport is a "working document" and is regularly discussed in school with the child and parents / carers, to ensure the child stays on track with their focus outcomes, amendments being made if necessary at any point. This focus brings together a holistic viewpoint and provides a clearer picture of how universal services and policies are put into practice and work together, in the best interests of the pupils who attend the school.
- Some pupils may have further plans in place such as risk assessments, behaviour support plans or a Personal Education Plan (PEP), if they are looked after.
- Specific interventions available at Grange include: Speech and Language support, both formally and through creative activities such as art, cookery and Forest Schools. Specific Literacy and Numeracy interventions delivered either 1:1 or in small groups and specific phonics programme teaching as well as fine and gross motor skills and social/emotional and therapy based interventions, to name just a few. Our Intervention offer is constantly reviewed and monitored in line with pupils' diverse needs.
- We ensure that provision for our pupils goes beyond the differentiated approaches and learning arrangements that are normally provided as part of quality first teaching. SLT/SENDCo/Teaching, learning and Intervention Lead supports teachers and other staff to enable them to provide appropriate assessment and focussed provision for pupils in their class.
- As our main aim is to provide a quality curriculum, teachers differentiate through their planning / learning outcomes to support learning for all pupils. One of Grange's overriding principles is an open-door policy for parents and carers.
- Various open days are set up throughout the year for parents / carers to come into school to share social occasions but also to view work and meet staff.

## **Areas of Need in Relation to Send Legislation**

We recognise that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

### **1. Communication and Interaction**

- Delay in attention / Interaction Skills—pupils may have difficulties ignoring distractions and may need regular prompts to stay on task. They may find whole class work difficult. They may need individualised motivation to complete tasks. These pupils may have peer relationship issues or may not be able to initiate or maintain a conversation.
- Understanding / Receptive Language—pupils may need visual support to understand or process spoken language. Pupils may repeat language.
- Speech / Expressive Language—pupils may use simplified language and use limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request further clarification. Some immaturities are in the sound system. Grammar/phonological awareness is still poor and therefore literacy can be affected.

### **2. Cognition and Learning**

- Pupils may have difficulties with the skills needed for effective learning such as use of: language, memory and reasoning skills; sequencing and organisation skills; an understanding

of number; problem-solving; fine and gross motor skills; independent learning skills; exercising choice; decision making and information processing.

### **3. Social, Mental and Emotional Health**

- Pupils may have difficulties with social and emotional development which may lead to or stem from: social isolation; behavioural difficulties; attention difficulties; anxiety and depression; attachment disorders; low self-esteem and issues with self-image.

### **4. Sensory and/or Physical**

- These pupils may have a medical or genetic condition that could lead to difficulties with: specific medical conditions; gross and fine motor skills; visual or hearing impairment; accessing the curriculum without adaptation; physically accessing the school building or equipment; oversensitivity to noise / smells / light / touch / taste and issues with toilet / self-care.

#### **For all pupils, we aim to provide:**

- Access to a varied and stimulating curriculum which is relevant to the needs of the pupils.
- A bespoke curriculum offer
- High class teaching and educational support
- Different teaching approaches based on the needs of the pupils.
- Hands on learning and as many school trips, themed days and events, as we possibly can.
- A range of technology to support and aid teaching.
- Bespoke equipment for pupils with hearing or visual impairment or mobility needs
- Opportunities for small group and independent work.
- Opportunities to develop self-esteem, life skills, independent learning, involvement in decision making and problem solving.
- One or more learning support assistant in every class where possible and based on needs of the class.

#### **For some pupils we will:**

- Provide additional targeted support e.g. phonics groups using Sounds Write phonics, 1:1 Phonics and Literacy Intervention; Comprehension and Reading; Handwriting and Movement Groups; Maths intervention and exam tutorial revision.

#### **Access to a Supportive Environment**

- A range of resources are available for the pupils. Pupils are encouraged to use them in their own time and if possible, independently.
- Pupils are provided with regular opportunities for practical based learning both in and outside the classroom
- Resources are up to date; bespoke and ICT equipment is used across the school to support and allow pupils to access learning.
- Classes have access to interactive whiteboards which enhance teaching and learning.
- Resources are specific to pupils' needs e.g. visual impairment, hearing impairment or motor skill needs

- We have the support of a range of professionals including speech and language support, and we have links to the NHS and Medical Professionals such as CAMHS and our school nurse who offer suggestions on adaptations to resources etc.
- Access arrangements are in place for all pupils who can sit exams – these include scribes, readers, electronic reading pens and any other equipment to support pupils.

## **Supporting Speech and Language**

Many pupils have communication problems. Sometimes the reason has been identified, but on many occasions, it may not be easy for the family to name the problem or identify its cause.

Many young pupils have communication problems because of:

- Delayed development
- Disordered development
- Finding it difficult to put sentences together so that they can be understood (expressive language difficulty)
- Finding it difficult to remember words and their meanings
- Having difficulty in understanding what others say (receptive language difficulty)
- Otitis media (glue ear) causing intermittent hearing impairment which affects learning
- Pragmatic difficulty (using spoken and nonverbal communication to interact socially)
- Selective mutism (only speaking in certain situations)
- Using the wrong sounds in speech and not improving following the expected developmental pattern (phonological difficulty)

Support will vary in individual cases and after a thorough assessment of needs.

- Intervention Staff are confident in delivering intervention programmes to develop speech and language following outcomes recommended by the speech and language therapist.
- We are determined to provide as many educational visits and experiences as we possibly can and that pupils can then talk about as part of reflecting on their learning.
- We work closely with NHS SALT Team who advises on actions for pupils with speech and language issues.

## **Strategies to Support and Promote Emotional Wellbeing**

We are a small, friendly and open school. We encourage parents and carers to speak to key members of staff whenever possible by telephone, letter, email or in person.

- We encourage all parents, carers, pupils and professionals associated with the pupil to visit before they start school.
- We support the pupils fully when they move to school by planned transition supported by Bedford SEND team.
- We hold regular parent's evenings for parents and carers.
- We have a varied and stimulating PSE programme running through the school.
- We have regular well-being days and events throughout the year as well as allocated daily slots for pupils' well-being.
- Our pastoral support ensures that any issues are identified in a timely manner.
- We offer 'workshops' for pupils based on emotional wellbeing and these are bespoke and adapted as needs arise.
- Some pupils have 1:1 emotional/social sessions.

- Wellbeing themed days and events
- Drop in support service – counselling
- Signposting for support
- A range of therapy-based interventions

### **Strategies to Support Learning**

- Our curriculum is aspirational, and we support all pupils in their journey to achieve be it academic or from a social/emotional perspective.
- We take a 'stage not age' approach – pupils will be placed in classes based on their emotional, academic, or other needs rather than their chronological ages.
- Pupils' progress is carefully monitored, and we can access a range of professionals to conduct a learning assessment to support teachers in providing an accessible, individualised and inclusive curriculum when necessary.
- We use educational, behavioural, and social outcomes from pupil EHCP plans to enable us to target support and help pupils achieve outcomes. This process helps the child throughout the EHCP process and allows all the child, parents/carers and professionals to contribute towards meeting the aspirations for the child.
- Work is differentiated and the curriculum offers a host of learning opportunities in and outside the classroom.

Effective assessment in our school makes it possible for teachers to:

- Monitor and document pupils' behavioural, social and emotional progress over time
- Support pupils with communication, social skills and managing feelings and emotions
- Ensure that instruction is responsive and matched appropriately to what pupils are and are not able to do
- Customise instruction to meet individual pupils' strengths and development
- Enable pupils to observe their own growth and development
- Identify pupils who might benefit from more intensive levels of instruction, such as individual tutoring or other interventions linked to their individual plans

### **Strategies to Support Behaviour**

- Generally, our pupils behave very well. Visitors to the school often comment on how calm and well behaved the pupils are.
- Inappropriate behaviours are addressed straight away, and strategies are agreed with parents/ carers.
- Pink forms and Integris are used to report, track and monitor behaviour, allow us to analyse data and put support in place when required.
- Pupils requiring further support have a Risk Assessment and Behaviour Support Plan in place, shared with and agreed by the pupil and their family.
- Incentive schemes are used to reward and acknowledge achievements
- We adhere to our behaviour and positive handling policy which is available to parents, carers and other professionals.
- The Behaviour Team work alongside class teachers and implement interventions if needed.
- We use restorative approach to all behaviour incidents.

## **Supporting Families**

Every parent/carer wants to do the best that they can for their child and be confident managing family life. We recognise that any family may require extra support at times, particularly when pupils are very young.

We aim to provide support when families need it most. We will work with families and a wide range of professionals to build on strengths to meet their child's needs. We work with families to plan how we can help. This may mean a family choosing to work with our emotional, behavioural support workers. Some services can offer support during evenings and weekends, as well as during the day. We also look at other ways for families to feel more confident about parenting. We work closely with Early Help and offer support to help parents/carers complete documentation if required.

Consulting with young people and their parents - Refer to Appendix 1 for more details and frequency of interaction

## **Qualified and Caring Staff**

The teaching and learning requirements of all pupils with SEND are primarily the responsibility of the class teacher. This reflects the principle that SEND (provision for pupils with special needs and disabilities) are a whole school issue and recognise aspect of all curriculum planning. At Grange Academy, we recognise that the greatest resources are our staff. The work of our teachers and learning support assistants plays an important role in supporting and accelerating the progress of all pupils. Staff have particular expertise in working with pupils with behaviour, emotional and social difficulties, speech, language and communication difficulties and pupils with complex needs. We provide access to a supportive environment.

- All resources are available to the pupils and they are encouraged to use them.
- Resources are up to date and iPads are used across the school.
- We have the support of a range of professionals including behavioural specialists, speech and language support and we have links to the NHS and medical professionals.

## **Accessibly for our Pupils**

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policies and practices adhere to the Equality Act 2010. Please refer to our Accessibility Policy. The School's Accessibility Policy ensures that adjustments are made to facilitate access to school buildings for those who are disabled. When pupils enter the School with specific disabilities identified, the school ensures that the requirements of the pupils are passed on to all staff. This may involve support from external agencies; wherever possible, any additional staff training, linked to a special educational need or disability which is required is undertaken prior to transition.

## **Transitions**

An extended transition program for the next intake has been essential this year to help prepare for the pupil's arrival in September. A large number of staff have been involved in the transition process and there has been set training organised to ensure that all staff are fully prepared. Some pupils transition to grange through the school year, depending upon placements available.

All pupils at Grange have an EHCP plan. Annual reviews are held and are pupil-centred.



Transition to the next phase in education involves the close monitoring of our pupil's destination data. We work in partnership with post 16 providers to ensure that our year 11s are ready for the transition to further education. We liaise with Services for Young People and parents to prepare our pupils for college and to find the most suitable post 16 provision. We organise college taster days with local colleges for both parents and pupils, so they can see what provision is on offer.

Open-evenings and college visits are discussed with parents at post 16 evenings where further education providers talk to parents about options and potential grades needed for courses. On the occasion that parents/carers are unable to visit college open days with their child a member of staff will accompany pupils to ensure they have had the same opportunity to visit. We assist parents with online applications and work with Bedford Borough post 16 transition team to ensure effective transition.

With many pupils transitioning to Grange throughout the academic year we liaise and share information regarding pupils with school SENDCos; meeting to discuss and plan placements. Meetings/observations are then arranged at the relevant schools and additional visits to Grange occur prior to transfer.

Prior to transition, liaison with the LA ensures that pupil information is available to the Grange staff. Transition times are dependent on individual needs and tailored to ensure pupils are ready to start at Grange. Grange staff also liaise with parents and other schools to ensure that all relevant information (including safeguarding information) is passed on and any appropriate adjustments and preparations can be made for the pupils. SLT, HODS and the SENDCo work with teachers in organising the tutor groups for classes and special consideration is given to the placement of pupils to ensure that all needs are met.

Pupils transferring to Grange Academy from other secondary schools are visited by the HOD, SLT or SENDCo. Liaison with the LA and the school ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for pupils. Additional support may also be arranged.

## **Arrangements for Assessing and Reviewing Progress Towards Outcomes**

As the school population grows and the complexity of individual needs becomes more diverse, training and adaptations needed are ever-changing. We have adapted and refined our current curriculum to meet with needs of our changing cohort of pupils, developing a fully accessible curriculum for all our pupils. The introduction of life skills lessons, new accreditation courses, well-being slots and an array of subjects throughout the school has enhanced the school offer. Our broad and balanced curriculum based on our bespoke Grange Steps ensures that all pupils are vigorously tracked and under performance is dealt with swiftly. All pupils are baselined on entry into school, in all areas. Reading and spelling tests are conducted across the school. In other subjects such as Maths pupils are baselined using appropriate testing procedures. Pupil progress is on-going and is collated each term and parents are informed of progress through a summative information document that is sent home.

There have been further adjustments to the annual review process, this has included further paperwork changes introduced by the local authority and specific changes to EHCP outcomes. We have also devised our own paperwork and tracking systems to monitor progress towards EHCP outcomes. There has also been a change in the structure of the annual review meetings with a stronger focus on the review of current outcomes. These changes have been made to ensure all pupils can have a voice when discussing their outcomes, they can develop an understanding of their actual outcomes and be clear on what they need to do to achieve the outcomes. EHCP

targets are shared with all staff. Teachers and learning support staff monitor targets through the use of EHCP trackers. Targets are used to inform planning and are monitored regularly by SLT.

Having already had strong numeracy/literacy interventions we are now following on from this with the introduction of a more rigorous intervention for social and communication issues, a more rigorous pathway has been established within the Behaviour Team and other intervention leads. Staff from the Behaviour Team now attend weekly meetings so that there can be a collaborative approach to interventions offered. This has been hugely successful and the Behaviour Team have been able to offer a wider range of interventions. Data has shown that interventions have been very successful in supporting pupils' wider development. We are also working closely with the SALT in delivering some joint interventions, run by our staff.

### **Special Educational Needs Co-Ordinator (SENDCO)**

Our SENDCO is Mrs Charlotte Thomas. If your child has a disability and/or special educational needs and you would like to know more about what we offer at Grange Academy, please contact us on (01234) 407100.

### **Further Development**

We have improved our collaborative working with outside agencies and other schools across the authority including other SEN schools within BILTT. We have conducted inclusion projects including our ASC specialist teacher delivering training to a local zoo to ensure that zoos are aware of autism and how to promote this. Outreach work has also been done with a residential provider to make the experience better for pupils with autism. Training was delivered by our specialist teacher and this resulted in free accommodation on a residential for our secondary pupils. Staff have joined different local networks with the aim of developing key links across the authority – these include local ASC groups, we continued to work closely with other schools and staff are going to visit other outstanding schools to share best practice and explore moderation etc. opportunities. All the links developed have enabled us to further refine our curriculum and the support we offer to our pupils.

Staff development and deployment

We have a highly qualified team who support the needs of all pupils. A full list of our staff and the critical roles they play can be found in **Appendix 2**

Considerable thought, planning and preparation goes into utilising our learning support staff to ensure pupils achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Pupils are also supported through intervention sessions for maths, literacy, SALT, social skills, behaviour, well-being, social and emotional needs.

Our Behaviour Team supports pupils to cope with difficulties due to behavioural and emotional needs. Programmes to resolve or support behaviour choices are put in place and pupils supported in very small groups/individually take part. We have timetabled well-being slots every day and have termly well-being days.

We have an intervention pathway where pupils are referred by staff to take part in a timed intervention to help with their social development. We also have Speech and Language intervention where individuals /small groups of pupils are supported in their social and communication needs, both within the classroom and through withdrawal sessions.

Our ASC classes support a number of pupils on the autistic spectrum and LSAs work closely with teachers and other members of staff to support individuals as necessary.

Our support staff are also responsible for manning our afterschool clubs and work closely with pupils during clubs, Arts and crafts club, ICT clubs, sports clubs, cheerleading club, design technology club and Lego club.

We have three emotional and behaviour support staff who work with our pupils in different ways; one works with pupils to help them to cope with anxieties, to prepare them for puberty and enables them to access lessons. The other supports pupils' social and emotional needs and learning within a small group based setting, and another works on social and behavioural needs through targeted sessions including boxing and sports which promote self-control and anger management. Specific interventions are administered when needs arise.

Additional training to support staff development is provided to our staff so your child has the best opportunity to fulfil their potential – see the list included in Appendix 3.

## **Complaints**

Regular communication between school and home ensures that any concerns parents/carers have are promptly acted on. Complaints can normally be dealt with informally with the teacher concerned or the Head of School. If, following this, parents/carers are still dissatisfied then there are more formal procedures. These ensure that all complaints receive, fair, full and speedy consideration. However, the need for these procedures are very few. Our Compliments and Complaints Policy can be viewed on the school website or is available on request from the school office. The chair of the LGB can be contacted directly.

## **Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Complaints Procedure Policy
- Access
- Admissions Policy
- Equality Policy
- Pupil Premium Strategy

## **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Supporting SEND 2021
- SEND Code of Practice 2020

## **Frequently Asked Questions**

We always want to help our parents ask questions and answer them professionally – to help with this we have created FAQ – see Appendix 4

## **Local offer of services and provision for children and young people with special educational needs and disability**

The local authority, Bedford Borough Council, has published its local offer of services and provision for children and young people with SEND on its website at:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

## Appendix 1 – Involving parents and learners in the dialogue

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Consultation with young people	All staff	Occurs specifically to record pupil voice and opinions related to Pupil Profiles, termly Progress Reports, Annual Review Reports and annual Pupil Focus Group discussions. Occurs frequently to determine general pupil voice and opinion. Pupil Parliament
Parental contact via home visits, telephone calls and email	Form tutors SENDCO Charlotte Thomas (Safeguarding lead)	All parents and carers are contacted fortnightly by Form Tutors/Class teachers. Further contact, as and when needed, by teaching staff and, for extra support, our emotional behaviour support worker.
Praise Postcards	All staff	Praise Postcards are sent home on a regular basis to celebrate achievement and positive behaviour.
Parents evening	All staff	Termly
Pupil Record of Achievement	Teachers  KS4 & KS5 staff	Completed and sent home at the end of each term. Summative collation of achievements and awards including certificates, letters, work experience and course information.
Pupil Profiles	Form tutors SENDCo Pupils Parents	Used in EHCP reviews Pupil profiles updated yearly and also as and when needed. Available to all staff to inform planning
Termly Progress Reports	Class teachers Form tutors SLT	These are sent home termly to inform progress and achievement.
Annual Report	Class teachers Form tutors SLT	Annually throughout the year.
Parent Surveys	Acting Head of School Parents	Conducted during parents' evenings. Survey also sent home to all parents. Results analysed and used to inform the School Development Plan.
Annual Awards Assembly	All staff	Annually in July
Celebration Assemblies	All staff Acting Head of School	Termly
Transition Programmes	Charlotte Thomas (SENDCO) Angela Morris (Acting Head of School) Natasha Cowell (Acting Head of ASC) Form teachers & LSAs	As necessary during the year. HODs visits to schools made. New Intake Open Morning. Transition morning for all pupils in the summer term. Additional visits offered as and when needed.

	SLT Parents Pupils	
Parent Coffee mornings	All staff and pupils Parents	Termly
Post 16 Information Evening and college taster visits	Parents Year 10 and 11 pupils Angela Morris Phillipa Coles	Annual information evening Taster visits to other colleges, as and when organised
Learning Logs (Homework initiative) Maths Grange Steps booklets	All staff Parents Pupils	All homework communicated and shared via the website encouraging parental involvement in their child's homework.
Weekly Newsletter	Sally Bradshaw (IT Technician)	Newsletter sent to parents weekly informing of recent school news and activities. Written by pupils.
School website	Angela Morris (Acting Head of School) Sally Bradshaw	Website is updated regularly and information updated. Policies reviewed. Dairy dates advertised
Risk Assessments	Form/class teachers HOD SLT Acting Head of School	In liaison with parents and pupils risk assessments are written to ensure pupils are kept safe in and out of school and are bespoke.
Parent forum	Natasha Cowell – Communication Lead Parents	Meetings are held to discuss relevant SEND issues Dates are publicised in the weekly newsletter.
Parent training	SLT Behaviour support Communication lead	Sessions are run throughout the year for parents including safeguarding, e-safety, ASC training. Parents evening training
Events	All staff SLT Acting Head of School	Throughout the year
Pupil Parliament	Philippa Coles Pupils LGB members	Pupils are democratically elected. Half termly meetings are held with elected pupils. Minutes are published and feedback given to classes
Pupil questionnaires	HODs SLT	Pupils are given questionnaires throughout the year on a variety of issues including learning, safeguarding etc.
Parent support	SLT	Parental contact via home visits, telephones calls and emails

## Appendix 2 –Staff

Name	Role	Email Address
<b>Senior Leadership Team</b>		
Mrs Rachel Timms	Headteacher	<a href="mailto:rachel.timms@biltt.org">rachel.timms@biltt.org</a>
Mrs Angela Morris	Deputy Head	<a href="mailto:angela.morris@biltt.org">angela.morris@biltt.org</a>
Mrs Charlotte Thomas	Deputy Head of School /Designated Safeguarding Lead/SENDCo	<a href="mailto:charlotte.thomas@biltt.org">charlotte.thomas@biltt.org</a>
<b>Extended Senior Leadership Team</b>		
Mrs Philippa Coles	English Lead/Sycamore Form Tutor	<a href="mailto:philippa.coles@biltt.org">philippa.coles@biltt.org</a>
Mrs Natasha Cowell	Acting ASC Lead/ Communication Lead Acer Class Teacher/	<a href="mailto:natasha.cowell@biltt.org">natasha.cowell@biltt.org</a>
<b>Primary Staff</b>		
Miss Megan Jones	Willow Class Teacher	<a href="mailto:megan.jones@biltt.org">megan.jones@biltt.org</a>
Miss Chloe Sheehan	Oak Class Teacher	<a href="mailto:chloe.sheehan@biltt.org">chloe.sheehan@biltt.org</a>
Mrs Olivia Pacey	Elm Class Teacher	<a href="mailto:olivia.pacey@biltt.org">olivia.pacey@biltt.org</a>
Ms Karen La Grange	Maple Class Teacher	<a href="mailto:karen.legrange@biltt.org">karen.legrange@biltt.org</a>
Mrs Sarah Poll	Birch Class Teacher	<a href="mailto:sarah.poll@biltt.org">sarah.poll@biltt.org</a>
Mrs Debbie Norford	LSA	<a href="mailto:deborah.norford@biltt.org">deborah.norford@biltt.org</a>
Mrs Alicia Frith	LSA	<a href="mailto:alicia.frith@biltt.org">alicia.frith@biltt.org</a>
Miss Sophie Treble	LSA	<a href="mailto:sophie.treble@biltt.org">sophie.treble@biltt.org</a>
Miss Ruth Linney	LSA	<a href="mailto:ruth.linney@biltt.org">ruth.linney@biltt.org</a>
Miss Nicole Gallagher	LSA	<a href="mailto:nicola.gallagher@biltt.org">nicola.gallagher@biltt.org</a>
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Ms Beverly Tott	Kitchen Manager	<a href="mailto:beverly.tott@biltt.org">beverly.tott@biltt.org</a>
Ms Nicola Tyers	Kitchen Assistant	<a href="mailto:nicola.tyers@biltt.org">nicola.tyers@biltt.org</a>
<b>Local Governing Body (LGB)</b>		
Mrs Gill Lake Chair of Governing Body (LGB)/Safeguarding	Mrs Catherine Whalan Teaching, Learning and Assessment	Mr Matthew Bradshaw Health and Safety
Mr Paul Rowley Parent Governor	Mrs Olivia Pacey Staff Governor	Captain Geoff Bradley
Mrs Kim Hine	Mrs Rachel Timms	Mrs Val Pendall Clerk

### Appendix 3 – List of training provided to our staff

We provide a range of training for our staff:

- Guided Reading – training for all staff
- Preparing for Ofsted
- Behaviour management
- Diabetes training
- Grange Steps – assessment and tracking
- Curriculum courses: various subjects
- Professional Mentor Training & Subject support
- Induction Programme
- INSET training focusing on 'Outstanding teaching and learning'
- Foundation Degree supporting Teaching and Learning
- Level 5 Diploma in Education and Training
- Safeguarding training and updates
- Safeguarding and Prevent Duty training
- Sensory Support training
- Wellbeing
- Marking and green pen
- Links training
- Pupil passport training
- Early Help Assessment training
- First Aid
- Health and Safety training
- Online Prevent training
- Minibus driving assessments
- TEAM TEACH (restraint training)
- Educational visits – planning and risk assessment
- 'Restorative Approaches' training
- Safeguarding update training
- Speech and Language training linked to specific individual needs
- Specific training linked to review writing and supporting outcomes
- Specific training linked to EAL strategies
- Specific training linked to the use of computer-based communication devices
- Visual impairment training
- Mental health
- 1st Aid
- Blank level training
- Art and design GCSE
- Autism and demand avoidance
- Autism and behaviour
- Promoting pupil progress through language development
- County lines, gangs and young people
- Safer recruitment training
- SoundsWrite (Phonics programme)
- Level 3 Forest Schools leader
- Lego based therapy



- EAL achievement
- Behaviour management
- Understanding attachment and relationships
- Health and safety in the science lab
- SCERTS
- Outstanding learning and progress for pupils with SEND
- Primary computing
- Social story training
- Working with autism in the classroom
- Paediatric first aid
- HLTA
- Managing medicines
- Dance and disability
- PSG Art
- CLEAPS – health and safety in practical science
- Exploring printing in Art/DT
- Online safety
- Early help Conference
- SENDC accreditation
- LSA support
- Outstanding ideas
- Plenaries and mini plenary
- Lesson structure

## **Appendix 4 – Frequently Asked Questions**

### **Q. In School Support - How can I identify emotional difficulties?**

Pupils can sometimes struggle to talk to the people who are closest to them, perhaps because they do not want to worry them or upset them or because they are trying to be 'grown up' and to cope on their own.

All pupils in every class are individuals and well known to the class team providing their education. Through the development of positive relationships between the pupils and staff a mutual bond of respect develops allowing for the adults to build up a very clear picture of each child's personality and emotions. Pupils develop trust in staff and are encouraged to talk to staff about concerns they may have that are affecting their lives either in or out of school. Through these trusting relationships pupils indicate they can talk to staff and they will receive the necessary levels of support.

Mental health professionals look for a range of 'symptoms' to try to understand when pupils have a difficulty of some kind. These can be symptoms that are more outward behaviour in, such as anger, aggression, loud disruptive behaviour, challenging behaviour etc. Research suggests that these kinds of symptoms are over represented in boys and can include being overly quiet, withdrawn, uncommunicative, anxious, depressed, not mixing with friends, not eating, self-harming and so on.

Any unusual behaviour that lasts more than a couple of days or very unusual behaviour should be taken seriously. Some pupils have limited resources with which to communicate distress or confusion and will often chose means that do not make sense to the adults around them. This is especially so for primary school pupils who often do not have the level of language or skills to communicate more complex experiences or feelings.

### **Q. How do we help pupils with behavioural, social and emotional needs?**

By the very nature of pupils attending Grange Academy they may have already been identified as having social difficulties. This may be across a whole series of simple or complex situations, which, in the past, have prevented them from taking full part in what many would consider everyday situations.

Experienced staff undertake support strategies to try and help each child develop coping strategies that they can use successfully when the situation should arise. Higher than normal staffing ratios are constantly on hand in both academic and recreational activities to support pupils.

It is this early intervention strategy and the close relationships, knowing pupil's patterns of behaviours that allow for an early intervention to prevent incidents become more serious. It would be impossible to detail what these situations may be but many of them are around interactions between peers and an acceptance of others. Positive role modelling is a fundamental feature within school from all staff by showing examples of acceptable levels of behaviour. The social support given to pupils takes place both in and out of a school setting.

The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this will be parents' first contact. We work alongside Health and Social Services and other support teams when required. At Grange Academy we speak to and maintain strong relationships with parents and carers throughout. We identify the type of behaviour from the EHCPs, classroom observations, peer interactions and where necessary may request additional assessment or advice from the most appropriate services. For example, CAMHS or an Educational Psychologist.

In our school, we aim to help young people to develop into responsible adults who:

- are able to understand and talk about their feelings.
- control their behaviour so that it is constructive and not destructive.
- understand the perspectives of other people and realise that their own feelings may be different from the feelings of others.
- are able to establish relationships with others and maintains an ongoing friendship with at least one other person.
- are able to understand that their actions have an impact on others.
- are able to deal with social situations such as meeting new people or behaving appropriately in formal interviews or meetings.
- are able to engage in and stay with an activity for a reasonable amount of time.
- are able to deal with mistakes and failure in a constructive way.
- know how and when to seek help for problems.

### **Q. How does the school support Medical needs?**

At every pupil's admission any medical issues a child may have are highlighted to ensure these needs are clearly defined to ensure the highest levels of personal safety. Many pupils attending Grange have issues around their health. Several pupils take medication to support their various medical diagnosis and this can be given in school by trained qualified staff in both school and residential. The school has a policy regarding the administration of medicines. Parents need to contact the school office and complete paperwork to help us administer medicines correctly. School will only be able to administer medicines prescribed by a doctor and medicines will need to be clearly labelled. Statutory regulations are followed to ensure the highest levels of good practice around this area. Detailed records are kept of all medication given in school. Guidance is taken from the NHS and the School nurse about conditions pupils may have to ensure their safety is not compromised.

Specific care plans are formulated for those pupils where there is a need. These could be around asthma, epilepsy, diabetes or specific allergies. Linked to the pastoral element staff are diligent in identifying any potential difficulties pupils may be exhibiting in school. This may be around difficulties with hearing or sight which may affect their learning. All this information will be recorded in the pupil's individual plans. Several staff across the school have received appropriate training within first aid and paediatric first aid to support pupils' emergency needs. An assessment of the situation is undertaken for each incident and an appropriate course of action undertaken for the child's personal care. This level of medical support is also extended into the community when pupils attend educational visits. Appropriate information is shared with parents / carers and the correct documentation is completed following regulations and policy.

If the need arises parents / carers are provided with information regarding any incidents within school where there are high levels of sickness or infestation of head lice etc. The intention is to reduce the risks of passing on a variety of illnesses or infections to other pupils and staff than necessary.

### **Q. What should I do if I think my child has additional educational needs to the one identified on the EHCP?**

Talk to us! Firstly, contact your child's class teacher. If you require more information, contact the SENDCo Mrs Charlotte Thomas. We pride ourselves on building positive relationships with parents/carers - we are open and honest with parents and carers and we hope that they are able to do the same with us.

### **Q. How does the School support my child?**

Our SENDCo/SLT will closely monitor all provision and progress for all children requiring additional support across the school. The class teacher will oversee, plan and work with each child in their class and ensure that progress in every area is made. We have learning support assistants in every class. Work in each class is pitched at the correct level, so that pupils can progress at their own rate.

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

The class teacher will meet with parents/carers at regular points during the year to discuss pupil's needs, support and progress. We offer an open door policy. Parents and carers are welcome at any time to make an appointment to speak with the teacher or SLT/SENDCo to discuss how your child is getting on. We offer advice and practical suggestions to help your child at home. Your child will have a plan in place and therefore outcomes are set, with the expectation that they will reach particular outcomes by the time it is reviewed. All pupils will have an Education Health Care Plan which means that a formal annual review will take place to discuss your child's progress and a report will be written. EHCP targets are also tracked through our tracking system and are reviewed regularly. Targets are implemented in all lessons where possible. Summative sheets describing your child's progress are sent out termly. Parent's evenings allow another opportunity to find out about your child's progress.

**Q. What support do you offer for my child's overall wellbeing?**

We are an inclusive school—we welcome and celebrate diversity. All staff appreciate the importance of pupils having high self-esteem in order to achieve positive wellbeing. We have timetabled daily wellbeing slots and also hold termly wellbeing days.

**Q. What support is there for improving behaviour and attendance?**

As a school, we have a very positive approach to all types of behaviour. We have a clear reward system that is followed by staff, pupils and an increasing number of parents / carers. After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident has happened and what the child needs to do differently next time to change and improve their behaviour. We work closely with parent with regards to behaviour. On occasion we will work closely with other agencies to support positive behaviour. If need be, pupils will have a behaviour plan that is shared with parents and pupils which serves to aid an improvement in behaviour. We also run behaviour interventions which range from anger management to 1:1 session with one of our behaviour team.

The attendance of every child is closely monitored by the Head of School and the attendance officer **Ms Janine Ashton Lewis**. The school works very closely with **Lydia Francis** our Education Welfare Officer (EWO). Lateness and absence are recorded and reported. Good attendance is actively encouraged. We support parents / carers in every way we can to enable pupils to attend school. Letters are sent to parents, and if required a meeting will be held to discuss attendance if necessary. We have incentive schemes to encourage good attendance and have regular assemblies to promote excellent attendance.

**Q. Who do I contact for further information?**

Your main point of contact will always be the class teacher and then following this, you may need to speak to the **SENDCo/Deputy Head of School/** Mrs Charlotte Thomas, **Acting Head of School** Angela Morris, **Acting ASC Lead** Natasha Cowell

Please see emails above.

## 5. APPENDIX 5 – Additional Useful Support Websites

Advisory Centre for Education Website: [www.ace-ed.org.uk](http://www.ace-ed.org.uk)  
AFASIC – Unlocking Speech and Language Website: [www.afasic.org.uk](http://www.afasic.org.uk)  
Barnardo's Website: [www.barnardos.org.uk](http://www.barnardos.org.uk)  
British Deaf Association Website: [www.bda.org.uk](http://www.bda.org.uk)  
British Dyslexia Association Website: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)  
Brittle Bone Society Website: [www.brittlebone.org](http://www.brittlebone.org)  
Centre for Studies on Inclusive Education (CSIE) Website: [www.csie.org.uk](http://www.csie.org.uk)  
Children's Legal Centre Website: [www.childrenlegalcentre.com](http://www.childrenlegalcentre.com)  
Contact a Family Website: [www.cafamily.org.uk](http://www.cafamily.org.uk) Council for Disabled Children Website: [www.ncb.org.uk](http://www.ncb.org.uk)  
Diabetes UK Website: [www.diabetes.org.uk](http://www.diabetes.org.uk)  
DIAL UK (Disability Information Line) Website: [www.dialuk.org.uk](http://www.dialuk.org.uk) disability  
Alliance Website: [www.dareabilityalliance.org](http://www.dareabilityalliance.org)  
Disability Living Foundation Website: [www.dlf.org.uk](http://www.dlf.org.uk)  
Disability Sport Event Website: [www.dareabilitysport.org.uk](http://www.dareabilitysport.org.uk)  
Downs Syndrome Association Website: [www.downssyndrome.org.uk](http://www.downssyndrome.org.uk)  
Dyslexia Action Website: [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)  
Severe Learning Difficulties Dyspraxia Foundation Website: [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)  
Epilepsy Action Website: [www.epilepsy.org.uk](http://www.epilepsy.org.uk)  
Family Fund Website: [www.familyfundtrust.org.uk](http://www.familyfundtrust.org.uk)  
Headway National Head Injuries Association Website: [www.headway.org.uk](http://www.headway.org.uk)  
National Association of Citizens Advice Bureau Website: [www.citizensadvice.org.uk](http://www.citizensadvice.org.uk)  
National Association of Special Educational Needs Website: [www.nasen.org.uk](http://www.nasen.org.uk)  
National Asthma UK Website: [www.asthma.org.uk](http://www.asthma.org.uk) National Autistic Society Website: [www.nas.org.uk](http://www.nas.org.uk)  
National Blind Children's Society Website: [www.nbcs.org.uk](http://www.nbcs.org.uk)  
National Deaf Children's Society Website: [www.ndcs.org.uk](http://www.ndcs.org.uk)  
National Eczema Society Website: [www.eczema.org](http://www.eczema.org)  
National Federation of the Blind Website: [www.nfbuk.org](http://www.nfbuk.org)  
National Parent Partnership Network Website: [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)  
National Society for Epilepsy Website: [www.epilepsysociety.org.uk](http://www.epilepsysociety.org.uk)  
Parents for Inclusion Website: [www.parentsforinclusion.org](http://www.parentsforinclusion.org)  
Physically Disabled and Able Bodied (PHAB) Website: [www.phabengland.org.uk](http://www.phabengland.org.uk)  
Pre-school Learning Alliance Website: [www.pre-school.org.uk](http://www.pre-school.org.uk)  
SCOPE Website: [www.scope.org.uk](http://www.scope.org.uk)