



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 pupil should be treated unfairly on any basis.*

SEND Information Report

Policy Status: Statutory

Review Cycle: Annually

Owner: Rachel Timms - Headteacher

Date: September 2026

Approved by: Local Governing Body (LGB)

Date: September 2026

Review Date: September 2028

Introduction

This SEND Information Report is published in accordance with section 69 of the Children and Families Act 2014, regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice: 0 to 25 years. It is reviewed at least annually and updated sooner where there are significant changes to provision, legislation or statutory guidance.

Grange Academy is a specialist SEND school and caters for pupils aged 7 –18 with moderate learning difficulties as a primary need, and additional associated needs such as autism. This document outlines the support available to learners at our school.

Pupils who attend our school are able to access a small class of up to 12 and work, with support to access whole group learning within this context and a curriculum designed for pupils with moderate learning difficulties.

The overall objective of Grange Academy is to empower our pupils to achieve their very best. We promote equality of opportunity, good relations and positive attitudes between people of diverse backgrounds in all our activities, eliminating any unlawful discrimination. Our vision is to ensure that our pupils leave us as independent and employable as possible, with high levels of well-being.

All pupils at Grange Academy are enabled to access all aspects of school life through:

- A bespoke curriculum designed to meet the needs of all pupils with MLD and a variety of SEND
- Support from highly trained staff who are sensitive to the needs of pupils and their families
- A variety of teaching methods responding to our pupils' strengths, needs and learning opportunities based on best practice
- Partnership between school and home
- A Local Governing Board committed to the principles of Grange Academy
- Our nurturing ethos built on the UNICEF Rights Respecting principles.

In the first instance this is achieved through quality first teaching and adaptations in class. Learning is adapted and additional support given as needed. We promote mental and emotional well-being throughout school life, 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 pupils feel valued. Positive behaviour management approaches are used to resolve issues, and skilful de-escalation is used to divert and support our pupils as needed.

Areas of Need in Relation to SEND Legislation and Guidance

We recognise that there are four main areas of need, identified in the SEND Code of Practice; many of our pupils have needs which span all areas.

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 in order to complete tasks. These pupils may need support with peer relationships 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.

- 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 may exist in their sound system. Grammar/phonological awareness may be poor and therefore literacy can be affected. Some pupils may need support from bespoke visuals or sign language.

Cognition and Learning

- Pupils are likely to 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. They will need support with executive functioning skills.

Social, Mental and Emotional Health

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

Sensory and/or Physical

- Some 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 personal care. They may also have difficulties with sensory processing or sensory integration. Some will need support from an occupational therapist and require a bespoke sensory diet.

Who will support my child and what are their qualifications?

At Grange Academy, we have a large team of caring and highly qualified staff who engage with regular training to ensure their skills are based on best practice. All our staff have additional SEND training.

Primary responsibility for teaching and learning is with class teachers, under the guidance of SLT and our SENDCOs. Teams collaborate closely to share expertise. We have a number of staff with advanced SEND qualifications, such as Autism Education Trust trainers, Speech and Language specialisms, Forest School Leaders, Therapeutic qualifications and areas of curriculum expertise.

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 who are experiencing cognitive support needs, autism, speech, language and communication difficulties and pupils with a range of SEND needs. We provide access to a supportive environment.

To ensure this:

- Our SLT and ICT team ensure that resources are up to date (including ICT) and are used across the school, adapted for pupils as appropriate.

- Our Communication Lead oversees the accessibility of all resources and augments these with symbols and social stories as appropriate.
- We have the support of a range of professionals including well-being specialists, speech and language support, CAMHS and we have links to the NHS and medical professionals.

All staff engage with regular training a list of training can be found in Appendix 1.

Special Educational Needs Co-Ordinator (SENDCO)

Our SENDCOs are Mrs Angela Morris and Mr Michael Wright . 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) 407 100**.

How will school adapt to meet the needs of my child?

We view each pupil as unique and our curriculum, teaching and assessment supports each pupils' individual needs to enable them to reach their very best potential. We recognise that pupils need support in the social and emotional aspects of school life, not just the academic. As such our curriculum and ethos is focussed on all areas of learning and development.

In order to fully understand your child's needs, we listen to them, valuing both their views and yours. To ensure that their needs are met, we also undertake regular assessments including:

- Teacher observations, formal and informal assessments.
- Progress tracking (at least termly), pupil progress meetings that use data to plan next steps for the child.
- A full EHCP review meeting takes place each year to discuss any potential changes to each pupil's educational, health and social care outcomes, achievements and next steps for support. If the need arises, an early review will be held to put in place further support for a pupil.
- Every pupil will have a 'Pupil Passport' linked to their EHCP. This passport is a working document and is regularly discussed in school with the pupil and their families to ensure the pupil stays on track and support is having the desired impact. 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 also have a 'Behaviour Support Plan' and or 'Risk Assessment' to ensure that the correct strategies are implemented to enable the pupil to engage with learning.
- If needed, we offer a wide range of intervention support including Lego Therapy, music therapy, motor skills and well-being interventions, sensory support, Thrive, Protective Behaviours, Maths, English as well as a range of bespoke well-being provisions. All additional support interventions are closely tracked for impact and are informed by best practice, research and pupil feedback.
- Work experience and careers advice is also delivered within the curriculum as well as through targeted group and 1:1 sessions.

How will I be involved in decisions around my child?

We value parents and carers, recognising their valuable understanding of their child. As such we involve families as much as we can. Please see Appendix 1 for examples.

We ensure that families are aware of their child's progress and achievements via online platforms, emails, phone calls and face to face meetings. Families are also involved in EHCP meetings and parent consultations.

How will my child be involved in decisions?

Pupil feedback is sought throughout school life and is always responded to, for example, planning changes to the curriculum. Pupils are supported to share views in a variety of ways: most pupils communicate through speech, though at a variety of levels. Pupils who struggle verbally, communicate through a range of picture cues such as communicate in print, PECS, specialised visuals or through signing. Experienced staff who work closely with each pupil become 'tuned in' to each individual so are able to support communication.

Pupils' views are sought through surveys, discussions, class activities and are also collected to inform school life but also form part of their EHCP review process. This allows them the opportunity to share their aspirations for the future, their successes and the areas where they believe they need additional support. As such pupils are fully involved in decision making at a level which they can enjoy and manage. They also work with staff to identify their aspirations, create their own targets and track their progress.

Pupil opinions are also collated through the Pupil Parliament who represent peers in meaningful changes such as curriculum updates, menu changes, school priorities or events taking place in school such as fund raising and other general activities. Our RSHE, SOTO (Schools of Tomorrow) and UNICEF Rights Respecting practice allows pupils 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.

Staff all adopt an approachable ethos and listen to pupils. Every pupil has a self-chosen named contact, to talk to if they are worried or wish to share something. This supports well-being and safeguarding.

Identifying needs and Assessing Pupils

All pupils have an EHCP on entry to Grange Academy. This means that a range of assessments has already been carried out to identify their special educational needs and the provision required. We continue to use each pupil's EHCP, professional advice, school-based assessment, pupil voice and parent/carer views to review needs, monitor progress and update support as appropriate.

Experienced staff continually undertake assessments around pupils' progress and next steps. All pupils at Grange have a Pupil Passport, outlining support to meet their needs and the school provision map indicates bespoke interventions in place for each pupil. Some also have bespoke support plans if needed. Families are made fully aware and invited to contribute to these.

As a result of our assessments, we may also make referrals to external agencies such as medical professionals, Speech and Language Therapists, Occupational Therapists, the ASC Advisory Team, Child and Adolescent Mental Health Services (CAMHS), Educational Psychologists and Sensory Support teams to gain further advice or support where needed. We work closely with Bedford Borough SEND team and post-16 partners when pupils transfer to or from Grange Academy to ensure that appropriate professionals are involved and information is shared effectively.

Very occasionally, our assessments show that a pupil may need a more specialist placement (such as an SLD school); if this is the case we work closely with pupils, their families, and the SEND team to plan next steps.

The effectiveness of SEND provision is evaluated through pupil progress information, EHCP outcomes, intervention tracking, behaviour and attendance information, safeguarding and wellbeing information, parent/carer feedback, pupil voice, quality assurance activities and review meetings. Findings are used to inform provision mapping, staff training, resource allocation and school improvement priorities.

How will school meet the needs of my child?

For all pupils, we aim to provide:

- Access to a varied and stimulating curriculum which is relevant to the needs of the pupils.
- Adapted teaching approaches based on the needs of the pupils.
- Experiential learning and a wide variety of trips, visits and events.
- A range of technology and bespoke equipment to support and aid teaching.
- Opportunities for small group and independent work.
- Opportunities to develop self-esteem, independent learning, involvement in decision making and problem solving.
- One or more learning support assistant(s) in every class, based on needs of the class.

For some pupils we will: Provide additional targeted support such as phonics, comprehension and reading; handwriting and movement groups, maths intervention and exam tutorial revision. We also offer a range of well-being, social and emotional support including therapy if needed.

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.
- Classes have access to interactive whiteboards and technology which enhance teaching and learning.
- Resources are specific to pupils' needs including visual impairment, hearing impairment or medical needs.
- We have access to sensory rooms including calming and sensory circuits room.
- A range of learning spaces outside such as our sensory garden, Community Farm and forest school
- We have the support of a range of professionals including Speech and Language support, occupational therapists, and physiotherapists 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 are able to 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 issue 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, including SALT therapists.

- Specialist staff are confident in delivering intervention programmes to recommended by the speech and language therapist.
- To extend cultural capital, we provide wide range of educational visits and experiences so that pupils have experiences that they can talk about as part of reflecting on their learning. We also ensure opportunities to make real life changes within our community.
- We work closely with NHS Speech and Language Therapists (SaLT) who advises on actions for pupils with SaLT issues.

Strategies to Support and Promote Emotional Wellbeing

We are a 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. Well-being and happiness are integral to our curriculum, and we place high emphasis on this area throughout school life.

- 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 consultations for parents and carers.
- We have a varied and stimulating RSHE 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. Pupils are provided with bespoke support
- All pupils have a self-chosen named adult to talk to about any worries or concerns
- A range of targeted interventions are in place such as 'Drawing and Talking' therapy, Lego Therapy, Music Therapy and Circle of Friends. We also may refer pupils to outside support if needed.
- 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.
- Pupil ambassadors, such as our mental health champion pupil leaders, support well-being of peers.

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, behaviour and social outcomes from pupil EHCP plans to enable us to target support and help pupils achieve outcomes. This process helps the pupil throughout the EHCP process and allows all the pupil, parents/carers and professionals to contribute towards meeting the aspirations for the pupil.
- Work is adapted 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
- 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

- Our pupils behave extremely well. Visitors to the school often comment on how calm and well behaved the pupils are. All staff consistently apply our behaviour policy and communicate expectations positively.
- Occasionally, pupils need bespoke behaviour support plans which are written in consultation with pupils and families; these are regularly reviewed.
- Staff are trained in de-escalation and positive handling techniques as a last resort, if needed.
- Inappropriate behaviours are addressed straight away, and strategies are agreed with parents/ carers. Behaviours are recorded and reported through a pink form system. Our behaviour support is trauma informed and restorative. We recognise that there is often a trigger behind any unwanted behaviour which needs addressing.
- Weekly analysis of behaviour data is completed, and further support and interventions are determined and put into place where needed.
- Half termly we review behaviour support interventions and set next steps

Supporting Families

We recognise that our families want the very best for their child. At times they may require extra support. 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 and develop partnership strategies to meet pupil's needs. We work closely with a range of professionals including Early Help and offer support to help parents/carers complete documentation if required.

Accessibility for our Pupils

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve access for disabled pupils and those with SEND. Our policy and practice reflect the Equality Act 2010 and cover access to the curriculum, access to the physical environment, and access to information. When pupils enter the school with specific disabilities or access requirements, relevant information is shared with staff on a need-to-know basis and any required training, adaptations or resources are considered as part of transition planning.

Transitions

An extended transition program is in place both for pupils new to the school, those moving class and those leaving. 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.

Prior to transition, the SEND team at Bedford Borough ensures that pupil information is available to the Grange staff. Transition programmes are dependent on individual needs and tailored to ensure pupils are ready to start at Grange. Grange staff liaise with parents and current 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, teachers 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.

Transition to the next phase in education involves the close monitoring of our pupils' 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 particular courses. On the occasion that parents/carers are unable to visit college open days with their pupil 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.

If pupils leave us for another setting, we liaise closely with the receiving provision to ensure a smooth handover.

Careers Education is embedded into our curriculum, our careers' leaders works closely with children and families to ensure bespoke support and experience for aspirational outcomes.

Governors and trustees monitor SEND provision through school improvement reporting, review of statutory policies, scrutiny of published information, consideration of pupil outcomes and oversight of accessibility, safeguarding, attendance, behaviour and equality duties.

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 SLT or Headteacher. 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 is 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 SEND Information Report include:

- SEND Policy
- Inclusion Policy
- Complaints Procedure Policy
- Accessibility Plan
- Admissions Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions 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
- SEND Code of Practice
- Special Educational Needs and Disability Regulations 2014, including regulation 51 and Schedule 1
- Supporting pupils at school with medical conditions: statutory guidance

Frequently Asked Questions

We always want to help our parents and carers ask questions and receive clear, professional responses. To support this, we have created Frequently Asked Questions — see Appendix 3.

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:

[Bedford Local Offer](#)

Appendix 1 – List of training undertaken by staff

We provide a range of training for our staff: -

- ACES (Adverse Childhood experiences)
- AI training
- Art and design GCSE
- Attachment and Adverse Childhood Experiences
- Autism and behaviour
- Autism and demand avoidance
- Blank level training
- CAMH Training – Neurodiversity (Mental Health Autism)
- CLEAPS – health and safety in practical science
- Commando JO
- County lines, gangs and young people
- Curriculum courses: various subjects
- Cystic Fibrosis training
- Dance and disability
- Diabetes training
- EAL achievement
- Early Help Assessment training
- Early help Conference
- ECT mentoring
- EHCP training
- Educational visits – planning and risk assessment
- Exploring printing in Art/DT
- First Aid
- Foundation Degree supporting Teaching and Learning
- Grange Steps – assessment and tracking
- Health and safety in the science lab
- Health and Safety training
- HLTA
- Induction Programme
- Interoception Training
- INSET training focusing on 'Outstanding teaching and learning'
- Leadership coaching
- Lego based therapy
- Lesson structure
- Level 3 Forest Schools leader
- Level 5 Diploma in Education and Training
- LSA support
- Managing medicines
- Marking and green pen
- Mastery Maths
- Mental health
- Minibus driving assessments
- Online Prevent training
- Online safety
- Outstanding ideas
- Outstanding learning and progress for pupils with SEND
- Paediatric first aid
- Phonics
- PIXL

- Positive Behaviour Support
- PRICE (positive behaviour and restraint training)
- Primary computing, Purple Mash
- Professional Mentor Training & Subject support
- Promoting pupil progress through language development
- PSG Art
- Pupil passport training
- Reading – training for all staff
- 'Restorative Approaches' training
- Safer recruitment training
- Safeguarding and Prevent Duty training
- Safeguarding training and updates
- Safeguarding update training
- SENDCo accreditation
- Sensory Processing
- Sensory Support training
- Social story training
- Specific training linked to EAL strategies
- Specific training linked to review writing and supporting outcomes
- Specific training linked to the use of computer-based communication devices
- Speech and Language training linked to specific individual needs
- Talk for Writing
- Therapeutic Forest
- Visual impairment training
- Wellbeing
- WIDGIT
- Working memory and cognitive load
- Working with autism in the classroom

Appendix 2 – 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 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 / Carers evening	All staff	Termly
Pupil Record of Achievement	Teachers KS4 & KS5 staff	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
Written Progress Reports	Class teachers Form tutors SLT	These are sent home twice per year to inform progress and achievement.
Parent Surveys	Headteacher 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 Headteacher	Termly
Transition Programmes	Angela Morris (SENDCO) Natasha Cowell (Communication Lead) Form teachers & LSAs SLT Parents Pupils	As necessary during the year. SENCO visits to schools. New Intake Open Morning. Transition morning for all pupils in the summer term. Additional visits offered as and when needed.
Parent Coffee mornings and pupil led cafes/ events	All staff and pupils Parents	Programme throughout the year
Parent/ carer workshops	All families invited	Programme throughout the year

Post 16 Information Evening and college taster visits	Parents Year 10 and 11 pupils Angela Morris/ Sandra Williams	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 pupil's homework.
Fortnightly Newsletter	Sally Bradshaw (BILTT Digital and Communications Assistant)	Newsletter sent to parents weekly informing of recent school news and activities. Written by pupils.
School website	Rachel Timms (Headteacher) Sally Bradshaw (BILTT Digital and Communications Assistant)	Website is updated regularly, and information updated. Policies reviewed. Diary dates advertised
Behaviour Report cards	Deputy Head SLT Class/Form tutors	In liaison with parents and pupils, behaviour cards are used to promote positive behaviour.
Risk Assessments	Form/class teachers Deputy Head SLT Headteacher	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 Headteacher	Throughout the year
Pupil Parliament	Michael Wright 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	Deputy Head SLT	Pupils are given questionnaires throughout the year on a variety of issues including learning, safeguarding etc.
FAMILY support	SLT Family Worker	Parental contact via home visits, telephones calls and emails

Appendix 3 – 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 pupil'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, or 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 choose 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 pupil 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 a pupil's pattern 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 pupil 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?

On admission, any medical needs are discussed with parents/carers and relevant professionals so that support can be clearly identified and put in place. The school follows its Supporting Pupils with Medical Conditions Policy and the Department for Education statutory guidance on supporting pupils at school with medical conditions. Individual Healthcare Plans are used where appropriate, particularly where a pupil has a complex or long-term medical condition, requires emergency procedures, or needs specific arrangements in school. Parents/carers must complete the required consent and administration forms before medicines can be administered in school. Medicines must be prescribed, in date, clearly labelled and stored securely in line with school procedures. Detailed records are kept of all medication administered in school, and guidance is sought from health professionals, including the school nursing service, where appropriate.

Specific care plans or Individual Healthcare Plans are reviewed and updated when needs change and at appropriate review points. These may relate to conditions such as asthma, epilepsy, diabetes, allergies or other individual medical needs. Staff receive relevant training where required, including first aid, paediatric first aid and condition-specific training. In an emergency, staff assess the situation, follow the pupil's plan and school procedures, seek medical assistance where necessary, inform parents/carers and complete the required records.

If the need arises parents / carers are provided with information regarding any incidents within school where there are high levels of sickness. 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 pupil has additional educational needs to the one identified on the EHCP?

Talk to us! Firstly, contact your pupil's class teacher. If you require more information, contact the SENDCo Mrs Angela Morris or Mr Michael Wright. 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 be the same with us. If you have any concerns around your child's needs, we will proactively explore this with you.

Q. How does the school support my child?

Our SENCo/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 pupil 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 pupil is doing and how will you help me to support my pupil'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/SENCo to discuss how your child is getting on. We offer advice and practical suggestions to help your pupil at home. All pupils will have an Education Health Care Plan which means that a formal annual review will take place to discuss a pupil'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. Written reports describing your child's progress are sent out in the Autumn and Summer term. Parent's evenings allow another opportunity to find out about your child's progress.

Q. What support do you offer for my pupil'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. Most importantly, well-being and caring for mental health is intrinsic to all aspects of life at Grange.

We support and value every member of the school community and uphold our commitment to the Equality Act 2010 by challenging discrimination, prejudice and harassment. All are welcome here.

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 pupil to reflect on their behaviour with an adult. This helps to identify why the incident has happened and what the pupil 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 needs be, pupils will have a behaviour plan that is shared with parents and pupils which aims to increase positive behaviour. We also run bespoke interventions to manage feelings, anxiety and allow pupils an opportunity for talk time.

The attendance of every pupil is closely monitored by the Headteacher and the attendance officer **Miss Langsman**. The school works 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. If attendance is a problem, we always try to find positive ways forward.

Q. Who do I contact for further information?

Your main point of contact will always be the class teacher and then following this, **SENDCO Angela Morris** Angela.Morris@bilft.org, **SENDCo Michael Wright** Michael.Wright@bilft.org or **Headteacher Rachel Timms** Rachel.Timms@bilft.org

Appendix 4 – Additional Useful Support Websites

Advisory Centre for Education Website: www.ace-ed.org.uk
AFASIC – Unlocking Speech and Language Website: www.afasic.org.uk
Barnardo's Website: www.barnardos.org.uk
British Deaf Association Website: www.bda.org.uk
British Dyslexia Association Website: www.bdadyslexia.org.uk
Brittle Bone Society Website: www.brittlebone.org
Centre for Studies on Inclusive Education (CSIE) Website: www.csie.org.uk
Coram Children's Legal Centre Website: www.childrenslegalcentre.com

Contact Website: www.contact.org.uk Council for Disabled Children Website: www.ncb.org.uk

Diabetes UK Website: www.diabetes.org.uk
DIAL UK (Disability Information Line) Website: www.dialuk.org.uk disability
Alliance Website: www.dareabilityalliance.org
Disability Living Foundation Website: www.dlf.org.uk
Disability Sport Event Website: www.dareabilitysport.org.uk
Downs Syndrome Association Website: www.downssyndrome.org.uk
Dyslexia Action Website: www.dyslexiaaction.org.uk
Severe Learning Difficulties Dyspraxia Foundation Website: www.dyspraxiafoundation.org.uk
Epilepsy Action Website: www.epilepsy.org.uk
Family Fund Website: www.familyfundtrust.org.uk
Headway National Head Injuries Association Website: www.headway.org.uk
National Association of Citizens Advice Bureau Website: www.citizensadvice.org.uk
National Association of Special Educational Needs Website: www.nasen.org.uk
National Asthma UK Website: www.asthma.org.uk National Autistic Society Website: www.nas.org.uk
National Blind Children's Society Website: www.nbcs.org.uk
National Deaf Children's Society Website: www.ndcs.org.uk
National Eczema Society Website: www.eczema.org
National Federation of the Blind Website: www.nfbuk.org
National Parent Partnership Network Website: www.parentpartnership.org.uk
Local SEND Information, Advice and Support Service (SENDIASS): please refer to the Bedford Borough Local Offer for current contact details.

National Society for Epilepsy Website: www.epilepsysociety.org.uk
Parents for Inclusion Website: www.parentsforinclusion.org
Physically Disabled and Able Bodied (PHAB) Website: www.phabengland.org.uk
Pre-school Learning Alliance Website: www.pre-school.org.uk
SCOPE Website: www.scope.org.uk