



Grasmere Academy

Learn • Flourish • Achieve

# Speech, Language and Communication Unit Policy

To be read in conjunction with:

**Safeguarding Policy**  
**Equality Policy**  
**Accessibility Policy**  
**Anti-Bullying Policy**  
**Managing Medications Policy**  
**SEND Information report**

**Date adopted by governors: January 2025**

**Committee: Quality Committee**

**Review date: January 2026**

## **The Guiding Principles**

### **Our Mission Statement**

Grasmere Academy aims to inspire a community of lifelong learners by empowering its members to achieve their very best in a fully inclusive stimulating environment. Inclusion at Grasmere Academy is at the heart of our vision 'Learn, Flourish, Achieve' and we aim to ensure that all children despite their educational or physical need have the right to learn. We nurture children which allows them to flourish and achieve their full potential.

At Grasmere Academy, it is our belief that each child's potential should be developed to the full and that all children should be equally valued and given access to a broad and balanced education.

### **Specialised Provision**

Grasmere Academy has been commissioned by the Local Authority to run a 23 place Speech, Language and Communication Unit. All children in the Specialised Provision have been placed by the Local Authority and have Education Health Care Plans. Children in the Unit receive a highly differentiated curriculum personalised to their needs.

This policy describes the way that we meet the needs of children who experience barriers to their learning, which relate to Communication and Interaction.

The teacher in school with particular responsibility for Inclusion and Special Educational Needs is Miss Helen Winship.

### **In Summary:**

- All teachers are teachers of children with special needs; teaching such children is therefore a whole school policy;
- Children with SEND should have their needs met;
- The needs of children will be met through the Speech, Language and Communication Unit
- The views of the child should be sought and taken into account;
- Parents have a vital role in supporting their child's education;
- All children should be offered full access to a broad, balanced curriculum;
- The school building and environment will be made as accessible as possible to all pupils.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 came into force 1st September 2014. The SEN Code of Practice also accompanies this legislation. More details about the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in North Tyneside that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Further information can be found on the North Tyneside Local Authority website:

[www.mynorthtyneside.gov.uk/category/590/what-local-offer](http://www.mynorthtyneside.gov.uk/category/590/what-local-offer)

Grasmere Academy's SEND information Report can also be found at:

<https://www.grasmereacademy.org.uk/sen> and

<https://www.grasmereacademy.org.uk/inclusion-policies>

## Aims and Objectives

### Aims

We aim to

- provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- to support children to achieve at the highest level possible, taking into account their starting point and ideally to achieve in line with expected outcomes for all pupils.

To achieve this we will:

- create an atmosphere of encouragement in which all pupils can thrive.
- follow the provision listed in the Education Health Care Plan.
- be sensitive to individual pupils' needs and celebrate achievements.
- enable each pupil to take part and contribute fully to school life.
- work in partnership with parents to support children's learning and health needs.
- provide high quality training.
- provide access to the progression within the curriculum.

### Objectives

- **Staff members seek to identify the needs of pupils with SEND at an early stage.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to support continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language, Children and Adult Mental Health Service (CAMHS), Dyslexia and Dyscalculia Service, Behaviour Support and Outreach, Language and Communication Team and Occupational Therapy.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, school plays, sports teams, residential visits and play leaders in the playground.
- Seek to raise aspirations of and expectations for all pupils with SEND.
- Provide support, advice and training for all staff.
- Work in line with the Special Educational Needs and Disability Code of Practice: 0-25 Years (Jan 2015)

- Operate a whole school approach to meeting SEND in which all members of the School Community are included
- Ensure all pupils with SEND join in with all the activities of the school alongside peers

## **Arrangements for Coordinating Educational Provision for Pupils with SEND**

### **The Role of the Governing Body:**

- To have regard to the current Code of Practice when carrying out duties towards all children with SEND;
- To ensure that necessary provision is made for those children with SEND;
- To report annually to parents on the school's policy for pupils with SEND;
- To seek to ensure that the child is included in the activities of the school together with all children, so far as is reasonably practical;
- To ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have SEND.

The SEND governor is designated to take a particular interest in and monitor the school's work in SEND.

### **The Role of the SEND Governor**

- To work with the Headteacher and SENDCo to ensure that they are aware and involved in the whole school issues of SEN
- Challenging the SENDCo to ensure all children were supported to reach their full potential.

The SEND Governor is Mr David Baldwin

### **The Role of the Headteacher:**

- To oversee management of the policy;
- To keep the Governing Body fully informed along with the SENDCo.
- To work closely with the SENDCo.

### **The Role of the SENDCo**

- To take responsibility for the day-to-day operation of the school's SEND policy;
- To plan and co-ordinate the school's strategies for identifying children with SEND in conjunction with the Head Teacher/ Deputy Head Teacher;

- To advise on, and where appropriate carry out, more detailed assessment;
- To advise on the appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programs.
- To co-ordinate and manage an effective provision monitoring system, outlining additional provision throughout the school;
- To oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a detailed list of such children;
- To ensure continuity for children with SEND from class to class;
- In conjunction with the E-Learning coordinator, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;
- To identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants.
- To ensure that regular discussion takes place with parents of children with SEND (at least 3 times per year);
- To seek the views of children with SEND, and to take them into account when planning;
- To link with feeder and host schools to ensure smooth transition and to liaise with schools during mid- year admissions where appropriate;
- To make referrals to outside agencies where appropriate;

The person responsible for overseeing the provision for children with SEND is Miss Helen Winship.

### **The Role of the Teacher, HLTAs and Teaching Assistants**

- To check progress of a child and identify, plan and deliver any additional help they may need, writing support plans and sharing and reviewing these with parents at least once each term.
- To ensure that all staff working with a particular child in school are helped to deliver planned work or programme.
- To ensure the schools SEND Policy is followed in their classroom.
- To liaise closely with SENCO and parents/carers to set up programmes of work and provide feedback
- To monitor pupil involvement and relationships. Research has shown that learners with SEND are more vulnerable to safeguarding concerns and are at a greater risk of bullying. Staff to take a proactive approach to ensure that our environment is safe for learning. (See the Anti-Bullying Policy).

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Admission to the Speech, Language and Communication Unit is determined through the Local Authority.

### **Partnership with Parents**

- Parents of SEND children are involved at every stage to ensure the needs of their child are met
- They are kept informed at all stages.
- Parents are encouraged to reinforce at home any strategy that the school is implementing so as to strengthen the home-school relationship.

### **Special Facilities**

- Details of our plans and targets for improving environmental access are contained in the Access Plan.

### **Allocation of Resources**

- Resources are allocated to support children
- We regularly review resourcing to ensure the correct resources are in place to support
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

### **Identification, Assessment and Provision.**

Any child entering the Speech, Language and Communication will have an Education, Health Care Plan.

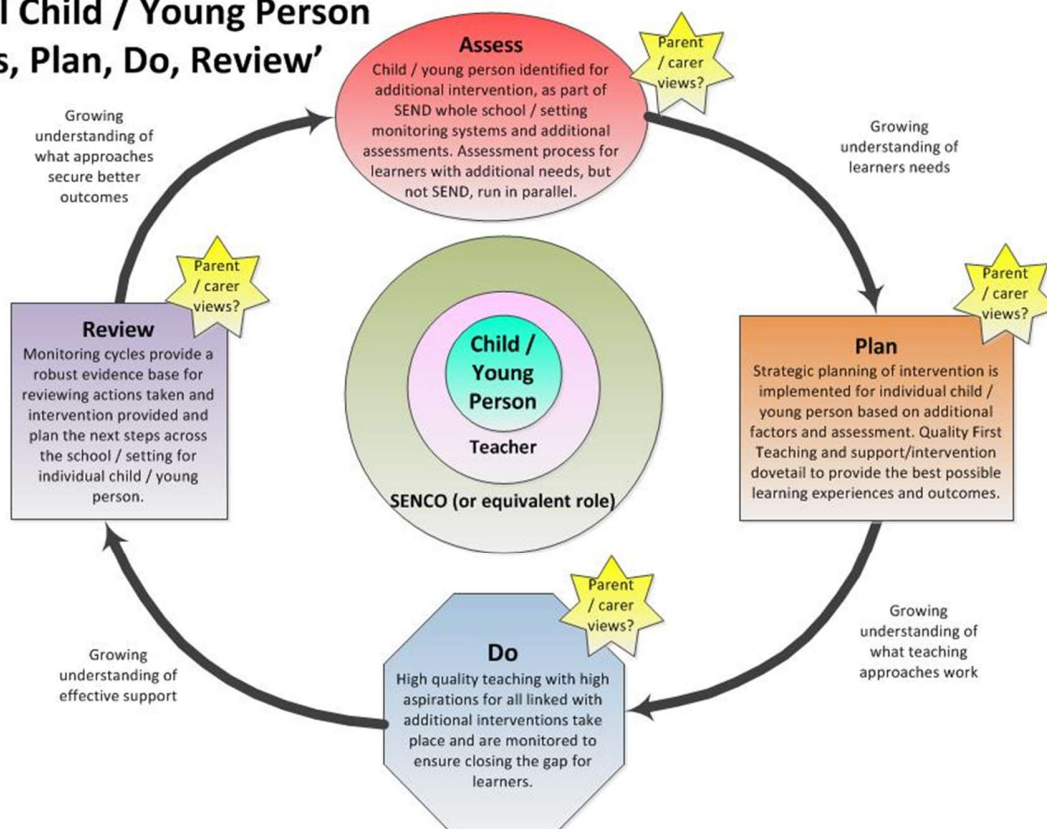
An Education Health Care Plan needs to be reviewed annually. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual Reviews can be called at any point if parent or school deem it necessary.

Children below statutory school age will have biannual reviews.

Children in Year 6 will have an early review in the September of the Autumn Term to discuss high school.

This is an ongoing cycle to enable the provision to be refined and revised. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## Individual Child / Young Person 'Assess, Plan, Do, Review'



*From North Tyneside SEN Team*

### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need.



Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Removing a child from the SEND Register**

Where a child is deemed to no longer need additional SEND support with mutual agreement of school and parents, they may be removed from the register. The decision is made after close scrutiny of progress and the impact of strategies. The register is reviewed termly.

### **Access to the Curriculum, Information and Associated Services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils within the Unit setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and at other relevant settings. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is

available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

### **Inclusion of Pupils with SEND**

The SENDCo oversee the school's policy for SEND and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

### **Transition Arrangements**

The school is committed to ensuring that parents have confidence in the arrangements for pupil entering the school, progressing through year groups and when transferring to their next school.

Staff will discuss transition arrangements with parents/carers.

For entry into the Speech, Language and Communication Unit, the SENDCo will liaise with parents and the previous school and create a bespoke package to support the needs of the child e.g. a phased transfer, short visits.

As the children move through the year groups, teachers and SENDCo work together to ensure that all relevant information regarding an individual's needs is passed on and that the appropriate support remains in place.

On transition to secondary school, our SENDCo and class teachers meeting with the Head of Year and/or SENDCo of the secondary school that pupils will attend, to pass on SEND information and discuss the needs of the individual children. Additional transition can be arranged to support children further.

Information of children who join our school in year will be sought from their previous schools through phone conversations and transfer of files.

### **Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These interventions are monitored and evaluated half termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENDCo, who will be able to advise on formal procedures for complaint. Details of our complaints procedure can be found on the school website – [www.grasmereacademy.org.uk](http://www.grasmereacademy.org.uk).

### **In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCo, with the Head Teacher ensures that training opportunities are matched to school development priorities.

### **Links to Support Services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

### **Working in Partnerships with Parents**

Grasmere Academy believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority and/or SEDIASS where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **Links with Other Agencies and Voluntary Organisations**

Grasmere Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services where relevant
- Speech and Language Service
- Language and Communication Team
- Outreach Services
- Dyslexia and Dyscalculia Team

- CAMHS
- Occupational Therapy
- Connect Mental Health Team
- School Nurse

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

### **Pupils with medical needs.**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with the Equality Act 2010. Some may also have special educational needs and may have a Health Care Plan.

This will be compiled by the school nurse in partnership with parents and where appropriate the child. All medicine administration procedures adhere to the Schools Managing Medicines Policy.

Medicines should be brought into school with the child's name, dosage and times of the dosage clearly marked. Medicine is signed into the office,

When medicine is administered, two members of staff are there to check and countersign, time and dates its application.

### **STORING AND MANAGING INFORMATION**

All documentation relating to SEND is managed in line with GDPR guidelines.

### **CONTACT INFORMATION**

SENDCo – Helen Winship

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[grasmere.sen@ntlp.org.uk](mailto:grasmere.sen@ntlp.org.uk)

Website – [www.grasmereacademy.org.uk](http://www.grasmereacademy.org.uk)

## **GLOSSARY OF TERMS**

**SEND** – Special Educational Needs and Disabilities

**SENDCo** – Special Educational Needs and Disabilities  
Coordinator

**EHA** – Early Health Assessment

**EHCP** – Education Health Care Plan

**CAMHS** – Child and Adolescence Mental Health Service

**EYFS** – Early Years Foundation Stage

**S&L** – Speech and Language

**LCT** – Language and Communication Team

**This policy will be reviewed annually.**