

SEN Information Report

2022-23

Grasmere Academy is a fully inclusive school, which ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

At Grasmere Academy, we have carefully crafted a school that embeds an inclusive ethos. We believe that no matter what the stage of development of a child, we will ensure that our children make progress. Instead of making children 'fit into' a school system, we will actively look for ways to see how we can change in order to meet the needs of our children. We have adopted a motivational and engaging teaching and learning pedagogy, steeped in research and mastery, which reflects how the working world has changed. It is our moral imperative to prepare our community for this. The world we live in requires innovators, problem solvers, critical and creative thinkers and culturally aware citizens. It is our drive to prepare our children for a life unimaginable.

We are proud advocates of a project based learning approach, one that weaves subjects together in order to make learning REAL and authentic for our children. Through our integrated curriculum we foster a deep love of learning through curiosity, research, investigations and links. Learning is driven by questions and the urge to seek for answers, in the quest to produce beautiful work. It is on this basis that we build the foundations of lifelong learning.

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

What is SEND?

The SEND Code of Practice states that 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 him or her. A child or young person is said to have SEN if they

1. Have a significant difficulty in learning than others of the same age.
2. Have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools.

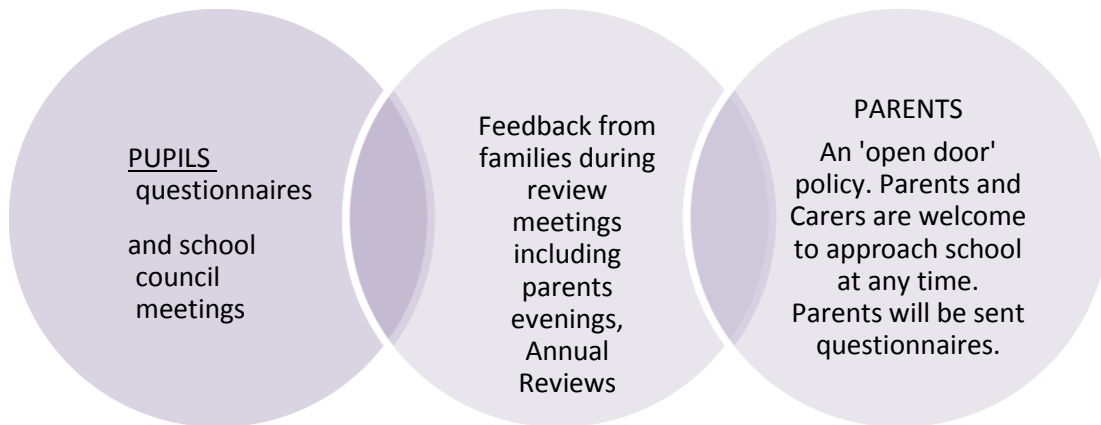
Who will explain this?

Miss Winship (SENDCo) oversees the support and progress of any child with SEND.

Miss Winship is responsible for:

- developing SEND Policy ensuring all children receive Quality First Teaching.
- making sure parents are involved and informed.
- provide support to teachers and teaching assistants to enable Quality Teaching and support.

Parent and pupil views are important to us; these are collected in the following ways:
Supporting Pupils with Special Educational Needs/Disabilities and their



Families

We will let families know about any concerns about a pupil's learning by:



How we identify

Identifying a pupil as having Special Educational Needs is not a simple process and we promise to involve parents and carers during this. We have a variety of different ways in which we can identify potential SEND traits within children in school. These include monitoring progress, changes in a child's behaviour, observations or discussion with parents.

If you have concerns then please contact:

- Your child's teacher
- The SENDCO (Miss Winship)
- The Deputy Head (Miss Girvan)
- The Headteacher (Mrs Lilico)

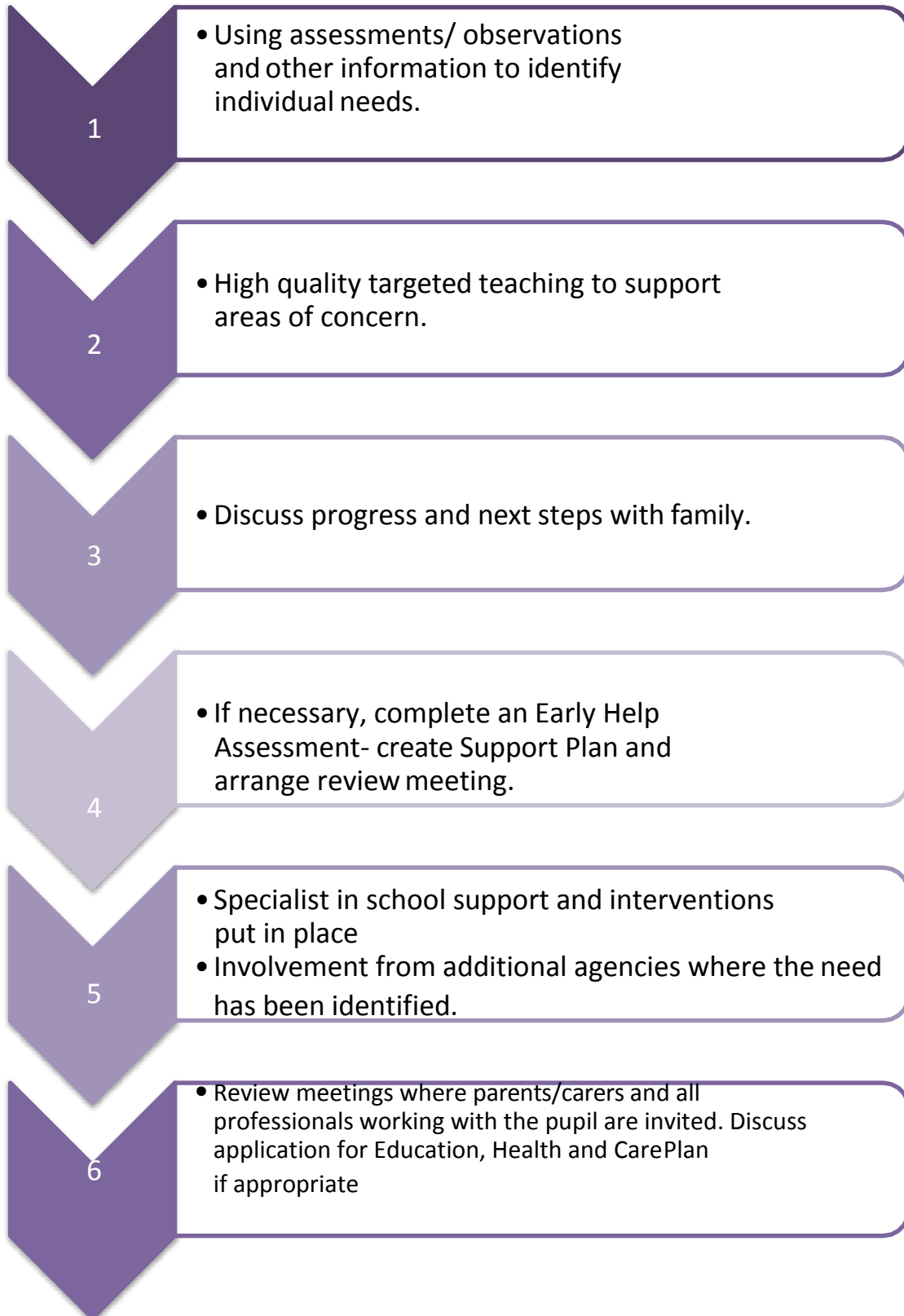
Appointments can be made to speak to the class teacher or SENDCO by telephone or in person by contacting the school office.

When children start an intervention, parents will be informed and are welcome to find out more information. When outside agencies such as Speech and Language Team or Dyslexia team, individual meetings are arranged to which parents are invited and welcomed.

Children's progress is assessed termly. Parents Evenings are held in the Autumn and Spring Terms with written reports in the Summer term. If you have any concerns, please contact your child's class teachers or SENDCO.

How are discussions made?

When a pupil is identified as having special educational needs, we support their development and progress by:



Discussions are held between the Headteacher, Deputy and SENDCo to allocate funding and support where necessary. This funding is used to provide additional support or resources identified by the class teacher or agency. Support could include specialist input from professionals, additional staff, specialist software or APPS, or resources such as wobble cushions.

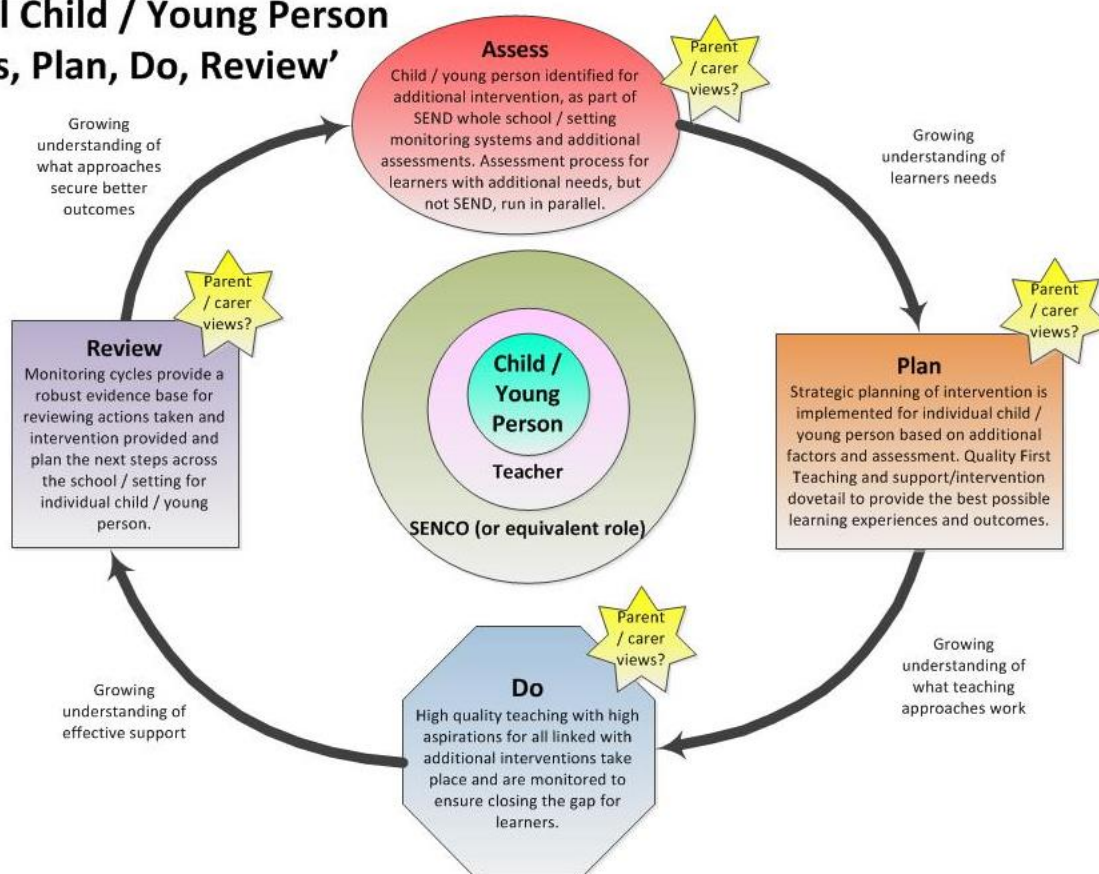
How Grasmere Academy will help to support your child's learning.

An overview of the curriculum is published on the school website. Parents are welcome to discuss their child's learning further.

Advice and strategies to meet the needs of individual children can be offered on a 1:1 basis. All children will be supported in PE sessions, after school clubs, trips and residentials. Activities and school trips are available to all in line with our equal opportunities policy. Risk assessments are carried out and procedures are put in place to enable all children to participate.

As a school, we follow the Assess, Plan, Do Review Cycle for pupils determined to have SEN.

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



(Diagram from North Tyneside Council)

These are reviewed termly with new targets set. EHCPS will be reviewed yearly.

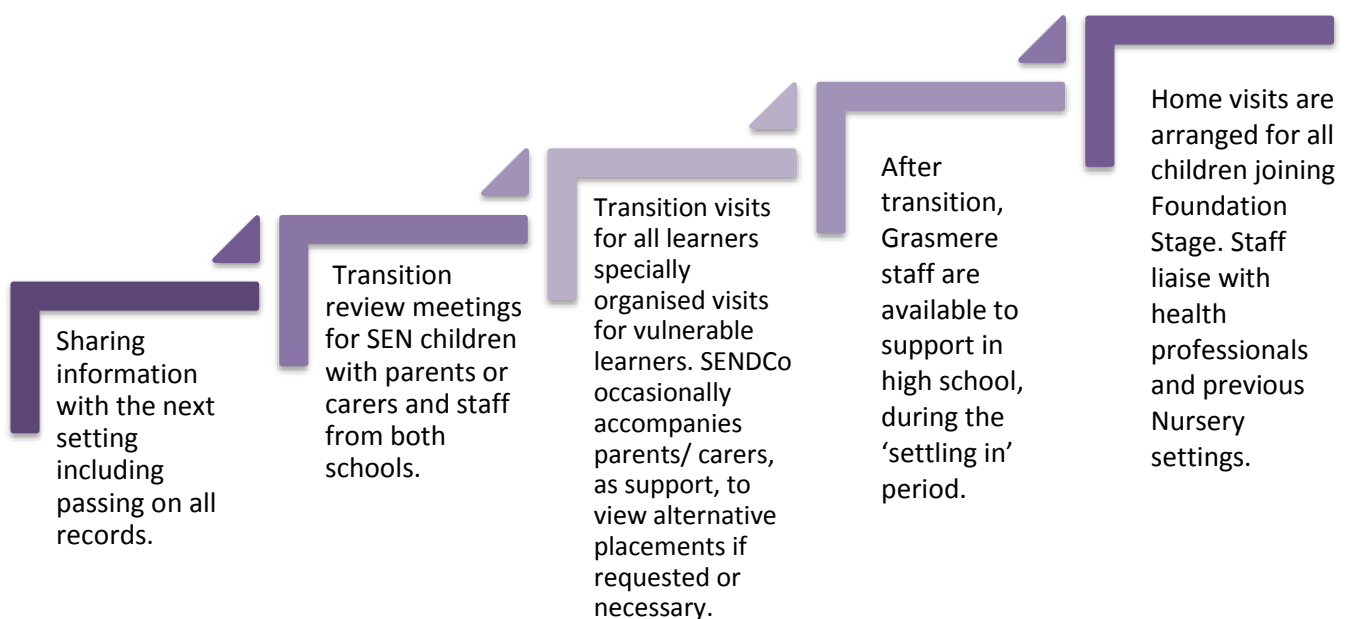
Parents are free to seek help and advice from anyone they choose about the process. SENDIASS will be able to identify a parental supporter who will help, support and offer advice. Contact details for SENDIASS are on page 7 of this document.

Academy will help to support your child's

At Grasmere Academy, we believe a collaborative approach is vital in order to achieve the best outcomes. External Agencies providing services to children with a special educational need /disability in school include:



We work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:



Additional Resource Provision

Grasmere Academy has a 14 place Additional Resource Provision for children with Moderate Learning Difficulties (MLD). The ARP Class is set up to provide small group teaching for pupils who have an EHCP. The ARP at Grasmere Academy strives to aid every child's progress in academic and social skills and this is achieved by putting plans in place that are tailored to individual needs. We work in collaboration with external professionals e.g. Speech and Language Team and Occupational Therapists. The ARP classroom is located alongside the mainstream classrooms. We make sure that every child is part of the school community and that they feel included and play an active part in school life. This is the benefit of the school based provision. We aim for every child to spend some time in the main school although this is based on children's abilities and needs within the context of a mainstream classroom.

Accessibility

In compliance with the Equalities Act (2010) all schools will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. As a school we are happy to discuss individual access requirements. Please refer to the school accessibility plan which can be found on our website.

Staff Arrangements

Support staff are placed where they are needed throughout school to ensure effective pupil progress and independence.

Staff Training

We believe that every teacher is a teacher of every child and each teacher at Grasmere Academy is committed to providing an adaptable, inclusive learning environment.

All staff have completed, and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of good practice and promote a pro-active approach to own development needs. The SENCO provides advice and guidance to staff and is available to consult with parents and carers wherever appropriate.

Supporting Families

We work in partnership to help support their child's learning outside of school. We have a Safeguarding Team who are available to support all families and pupils.

Further Information

Behaviour and Anti-bullying Policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Disability Policy, Disability Provision Policy and Accessibility Plan are also available on our website.

www.grasmereacademy.org.uk

Our self-evaluation process will look at teaching and learning for pupils with special educational

needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at **Grasmere Academy** then please contact Miss Helen Winship (SENCO).

School entitlement offer to pupils with special educational needs or disabilities

Communication and Interaction Needs:	Support Available within school
<p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables. • Areas of low distraction. • Support / supervision at unstructured times of the day. • Friendship programme to support skills. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from external agencies to meet the needs of pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources.

Cognition and Learning Needs:	Support Available within school
<p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to. • Access to teaching and learning for pupils with special educational needs is monitored through our self-evaluation process. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources. • Moderate Learning Difficulties ARP within school.

Social, Mental and Emotional health

Support Available within school

e.g.

- **Behavioural needs**
- **Social need**
- **Mental health needs**
- **Emotional Health and Wellbeing**

- Our ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- We provide effective pastoral care for all pupils.
- Support and advice is sought from external agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.
- Outdoor learning is used to offer a different approach to the curriculum.
- There is a nurture group to support pupils.
- Information and support is available within school for behavioural, emotional and social needs.

Sensory and Physical Needs

Support Available within school

e.g.

- **Hearing/Visual Impairment**
- **Multi-sensory impairment**
- **Physical and Medical Needs**

- Support and advice is sought from external agencies to support pupils, where appropriate.
- ICT is used to increase access to the curriculum.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff training to ensure understanding of the impact of a sensory need upon teaching and learning.
- Staff fully understand and apply the medicine administration policy.
- The Inclusion Manager completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- Entrances to the school allow wheelchair access plus disabled toilets/ facilities.

The ARP

Grasmere Academy has a 15 place Key Stage 2 Additional Resourced Provision for children with Education Health Care Plans. Admission to the ARP is through Consultation between parents, the school and the Local Authority SEND Team.

The ARP runs alongside the mainstream school. Children access the ARP daily but have opportunities to work alongside their mainstream peers. The ARP has a high staff to pupil ratio to support highly differentiated or individualised curriculums for children.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and/or the Inclusion Lead.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact SENDIASS (Special Educational Needs and Disability Information and Support Service) for impartial information, advice and support in relation to their child's special educational need and / or disability on Tel: 0191 6438313 or 0191 6438317.



The Local Offer sets out the support and services that are available for children and young people aged 0-25 years, with special educational needs. This easy to understand information sets out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help and care.

Information on North Tyneside's Local Offer can be accessed at:

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

Complaints

School complaint procedures are in place and are accessed through the school website. We would always hope to resolve issues informally by working in partnership with parents.

Contact Information

SENDCo – Helen Winship

Telephone – 0191 2220259

Email – helen.winship@ntlp.org.uk or info@grasmereacademy.org.uk

Website – www.grasmereacademy.org.uk

SEND Governor – David Baldwin

We review this SEND report annually and would like any feedback parents might have on its content. It is important that this documents is considered useful to parents. Therefore, we would appreciate input as to whether the sections are clear and whether anything could be added or changed. Parents have the opportunity to respond through discussion with the SENDCO.

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

ARP – Additional Resource Provision