



The Grange School SEN Annual Report 2019-2020

At the Grange School, we endeavour to support all students so that they are able to achieve their potential during their time in school. All students need quality teaching but some students will need additional support or a different provision in order to be successful.

The Grange School's SEND policy can be found on our website

<https://www.grange.bucks.sch.uk/about-us/school-policies>

The SEND provision at The Grange School is allocated on an individual needs basis and includes:

Students who are identified on entering year 7 as having very weak literacy skills from feeder school information, reading and spelling screening tests, specialist teacher assessments and baseline data, are given support in the form of

- Small group or 1.1 reading interventions with trained LSA's to improve reading accuracy, fluency and comprehension.
- Programmes of 1.1 support with experienced LSA's and the Specialist Teacher for those students with a specific learning difficulty.
- Individual spelling programme delivered by experienced LSAs

as advised by our Specialist Teacher.

This support will continue for the students who need it into year 8 and in exceptional circumstances beyond.

Additional small group literacy catch up programmes are also delivered by the English Department.

Students who have exceptionally weak Numeracy skills are given 1.1 and small group support.

Additional small group numeracy catch up programmes are also delivered by the Maths Department.

Students who experience difficulties with social skills and who need additional emotional support are supported by:

- Transition support for vulnerable Year 7 students.
- Nurture Groups, with support from the Educational Psychology Service, for Years 7 and 8.



- 1:1 sessions with Learning and Behaviour Mentors.
- Social Skills group sessions, supported by the Specialist Teaching Service and delivered by experienced, trained LSAs.
- All Year 11 students with SEN receive 1:1 mentoring from an LSA to provide the extra support required in the approach to GCSE examinations. In addition, LSAs mentor Y7-Y10 SEN students who need such provision as part of their SEN support.

For students for whom it is agreed need extra support in Years 10 and 11, a Learning Support Option is available as an alternative to one examination course. This is delivered by a qualified SEN teacher.

If in-class support is deemed necessary, it is provided by the LSAs. The amount and type of support depends on the students' needs, the professional advice we are given and the requirements of the subject teacher. This is always dependant on the availability of staff.

Access arrangements are made for exams where a specialist's report identifies a need. Types of provision may include the use of a laptop, a reader, scribe or additional time. Where there is an identified medical need, further arrangements may be made.

Where a student needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships**).

Significant support is given to support students' emotional wellbeing by the Learning and Behaviour mentors based in Stapleton House.

The Grange School's Accessibility policy can be found on our website
<https://www.grange.bucks.sch.uk/about-us/school-policies>

Students with medical needs

If a student has a significant medical need, a health care plan will be provided by parents/carers and supported by other professionals if necessary. Such information is shared with the staff who are involved with the student and appropriate support is put in place.

If a student's medical needs meets the criteria of a 'disability', they will be added to the school's SEND Support List.

The Grange School's managing medicines policy can be found on our website
<https://www.grange.bucks.sch.uk/about-us/school-policies>

We are also compliant with the Buckinghamshire Health and Safety policy.

Students are identified as needing additional support from:

- Information from our feeder schools shared prior to the students transferring
- Attending the Year 6 Annual Reviews for the students who have an Education, Health and Care Plan (EHC plan).
- Concerns raised by parents/carers or the student



- Reading and Spelling tests carried out on entry and at the end of year 7, 8 and 9.
- Referrals made to the SEND Department by subject teachers, form tutors and Year Team Leaders for students identified with specific difficulties or who are failing to make expected progress later identified to be the result of a special educational need.
- Analysis of assessment data to identify students who are failing to make expected progress later identified to be the result of a special educational need.
- Reports produced by the school's Specialist Teacher and Assessor.
- Information/diagnosis supplied by external agencies e.g. CAHMS, County Paediatricians, and Specialist Teacher Service.

How provision is monitored:

- Provisions and interventions are recorded by the SEND department and are overseen by the Assistant Head teacher and SENCO using SIMS; these are reviewed regularly. This is also used to show how support is targeted and the effectiveness of the intervention.
- Termly data and information from subject teachers, parents and the student is all used to assess the effectiveness of the provision and the progress of students with SEND.
- By formal observation of the classroom support given by LSAs and the school's performance management programme.

The Grange School's approach to teaching

We promote the inclusion of students with SEND in all school activities by:

- Giving advice and training to teachers about strategies and means of differentiation that enable students to participate in activities.
- By involving students in the process of providing teachers with information about their learning needs via 'Student Passports'.
- By providing 1:1 support for students who otherwise could not participate.
- By using appropriate technology for some students, as recommended by specialists.
- By adapting the curriculum, to provide different activities and experiences for the students with disabilities, who cannot participate in the mainstream lessons.
- By applying identified Access Arrangements to any assessments and tests that are significant within the process of assessing students.
- By establishing Homework Contracts for lower school students, who cannot manage the full homework timetable.
- By making referrals to relevant external support agencies
- By providing information to help organisations outside of the school support students, e.g. for any work experience, attending college courses or other alternative provision. The Assistant Head teacher and SENCO is actively involved in the decisions to make some form of alternative provision available for the minority of students who cannot make good progress via the mainstream offering.
- Students who are identified with significant difficulties are discussed in weekly meetings of the Pastoral Senior Leadership team to decide the next steps for them.



The Grange School's facilities

The school's facilities assist the inclusion of students with physical disabilities because:

- The school's buildings are DDA compliant.
- A few areas of the school are not accessible to wheelchair users and those with limited mobility. Care is taken not to use such areas for activities involving students who need to use lifts or ramps.
- There are disabled toilet facilities in the various areas of the school.
- The Support for Learning Department has a suite of rooms in the front block of the main building. On the second floor is a large teaching room with two smaller adjoining rooms used mainly for the KS4 Support for Learning groups. On the first floor is the SEND Office and the Specialist Teacher's, the main SEND classroom (where the majority of the 1.1 support is delivered) a room especially equipped to deliver group work including social skills groups.
- Stapleton House is a separate building which has an office, classroom and meeting spaces for the Student Support Manager, Learning Mentors and Behaviour Mentors. Nurture Group meetings are held here.
- Specialist teaching areas have special facilities for wheelchair users e.g. height adjustable benches, height adjustable cooker and sink in Food Technology.
- Evacuation chairs are located in all area of the school and LSAs are trained in their use as necessary.
- Disabled parking bays are nearest to the school's reception for easy access.

Training for staff working with students with SEND

Training is provided for both teaching and support staff by outside providers and in house:

- Induction training is provided for new departmental support staff and relevant SEN staff provides part of the new teaching staff induction.
- Specific training courses from external providers are attended by individual teachers and support staff from the Support for Learning Department.
- Such training is cascaded to other departmental staff as appropriate.
- The Assistant Head teacher and SENCO provides training sessions as part of the school's inset programme for teachers and support staff.
- The school's Specialist Teacher and Assessor provides training for LSAs and advises the Assistant Head teacher and SENCO on teaching staff training.
- Specialist training is provided for teachers and support staff through the Specialist Teaching Service, the Educational Psychology service, NHS staff and other outside agencies.

The Grange School's arrangements for consultation.

Any parent with concerns about their child's learning can contact the Assistant Head teacher and SENCO at any time, who will then either meet directly with them or, if more appropriate, arrange meetings with other school staff.

- Assessment data is sent home on a termly basis and will inform parents/carers of



their child's/ young person's progress. However, additional reports can be arranged for a student if parents/carers request it or if a review meeting is arranged.

- Parent evenings are held once a year when parents/carers can meet with subject teachers. The SENCO is available to meet parents/carers on these occasions.
- Annual Reviews, for students with Education, Health and Care Plans provide detailed reports from teaching, pastoral, support staff and outside agencies.
- The School's specialist teacher sends reports to and is available for meetings with the parents/carers of any student following a 1.1 literacy support programme.
- The parents of students on SEND Support are actively encouraged to communicate with the SENCO and other SEND staff.
- Some students being supported by LSAs will require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary.

The Grange School's partnerships.

The school works with other organisations, including Health, Social Care and BCC support services, to meet the needs of students with SEND and their families. The following outside agencies are used as well as other specialist support as appropriate:

- Specialist Teaching Service to support students with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Educational Psychology Service
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Child Protection Services
- Social Care
- Family resilience
- Education and Welfare Officers
- Counsellors
- Blueprint Pupil Referral Unit (including Home Tuition)
- Hospital School Staff
- Hospital School and Outreach services
- Bucks Education Business Partnership
- County SEN Team
- Buckinghamshire SEND IAS (Special Educational Needs and Disability Information, Advice and Support) Service (for parents)

The Transfer of students with SEND.

The school's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living is operated in close conjunction with the school's pastoral team as follows:



Primary to Secondary

- SEN information is taken from the County's Transition Forms.
- Prior to children leaving their primary school information is gathered from the class teacher/ SENCO as to the type of support they will need.
- Members of the school's pastoral team visits each feeder school and meet with the class teacher and the children.
- A member of the Support for Learning team with responsibility for primary to secondary transition visits to meet students with significant SEND and to arrange additional transition support for the students identified as needing it.
- Such students with SEND and their parent/ carer and/or school support staff would also be given the opportunity to visit the school on more than one occasion prior to the formal induction days.
- Year 6 Annual Review Meetings are attended by the SENCO and/or the member of the Support for Learning team with responsibility for primary to secondary transition.
- Information gathered about students with SEND is shared with subject teaching and pastoral staff.
- The first 'Student Briefing' meeting of the school year, where staff working with specific students with SEND share information and strategies, focuses on new Year 7 students with significant SEND.

Mid-year Transfers

- Information about students with SEND is supplied to their new school as soon as possible and support is offered for transition visits
- The needs of students joining our school are identified by the Assistant Head teacher, Support for Learning, who admits the students and shares the SEN with the SENCO in weekly meetings. When appropriate the SENCO will attend admission meetings.
- The Assistant Head teacher and SENCO will contact other schools and agencies, arrange assessments as necessary, and ensure information is shared with teaching staff.

Key Stage Transfers

- The Assistant Head teacher/SENCO works closely with the Connexions advisors to support students with SEND and their parents/carers at this point of transition and both are involved in the school's option programme.
- If the student is leaving to attend a new school or college, they are supported during the transition on an individual basis and the Assistant Head teacher and/or SENCO and Connexions liaise with the new setting. Transition information is provided as needed.

COVID 19

The information above applies to the time pre lockdown. Obviously significant changes had to be made during the lockdown period.



The following summarises the key changes:

The parents of students with Education, Health and Care Plans were offered in school provision.

The teachers of students with EHCPs sending work home were asked to email suitably differentiated work directly to parents and students.

An email link for students with SEND with one of the Support for Learning staff was provided and emails were sent, on a weekly basis, offering support with work and emotional support.

Email communication also took place with parents as needed.

Access made by students to the on-line learning provided was monitored carefully by the SEN and Pastoral staff and followed up as necessary.

Transition information was exchanged with feeder school SENCOs and some Year 6 Annual Reviews attended by the SENCO via TEAMS and Zoom.

Pastoral staff from The Grange met with year 6 students via Teams.

SEN staff supported the 'mini school', which was run throughout lockdown.

LSAs supported the return of year 10 students in their week of lessons and the SENCO was available.

The SENCOs provided individual tours in the last week of term for year 6 students with EHCP plans and high-level needs.

The school's Key contacts

2020-2021

Mrs S. Jackson: Assistant Head teacher (Support for Learning)

- Email: sjackson@grange.bucks.sch.uk Tel: 01296 390983

Miss W. Jakeman: SENCO (Form groups DISC in all years)

- Email: wjakeman@grange.bucks.sch.uk
- Tel: 01296 390948

Mrs E. Radford: SENCO (Form groups OVER in all years)

- Email: eradford@grange.bucks.sch.uk
- Tel: 01296 390967

The contact for compliments, concerns or complaints from parents of students with SEND is:

Mr V Murray: Head teacher



- Email: via his PA (Mrs J Bell) office@grange.bucks.sch.uk
- Tel. 01296 390914

The school's complaints policy can be found on our website
<https://www.grange.bucks.sch.uk/about-us/school-policies>

The Grange School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire County Council is available at
www.bucksfamilyinfo.org/localoffer

