Special Educational Needs & Disabilities (SEND) INFORMATION REPORT

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find our SEND Policy on our website https://www.georgegrenville.co.uk/our-policies.html

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND do we provide for at our school?

Our school currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety related difficulties that may or may not be attributed to diagnosed conditions
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs & disabilities co-ordinator, or SENDCO

Our SENDCO is Ms Annie McMillan

She has had a number of years' experience in this role and she is a highly experienced and qualified teacher and has gained the qualification of National Award in Special Educational Needs Co-ordination.

Class/teachers

All of our teachers receive in-house SEND training as well as training from external professionals such as the local authority SEND Team, Autism Early Support. Teachers are supported by the SENDCO to meet the needs of pupils who have SEND.

Training completed includes:
Autism and ASD – delivered by Autism Education Trust
Thrive
Number Sense
Kinetic Letters Handwriting
Reading fluency

Support plans/Graduated Approach
Step Up

PDA – delivered by Autism Early Support
Emotional Regulation – delivered by the Local Authority SEND Team

Teaching Assistants (TAs)

We have a team of 11 Teaching Assistants, 1 higher-level teaching assistant (HLTA) and 4 Nursery Assistants who are trained to support pupils with SEND. Two of our teaching assistants offer a therapeutic approach to support pupils with SEMH needs in our Nest Provision. Our team are trained to deliver interventions such as: Number Sense

Lego Therapy

Talk About

Talk Boost

Emotional Literacy

Speech and Language Link

Nurture approach based on the Nurture principles

(not a definitive list)

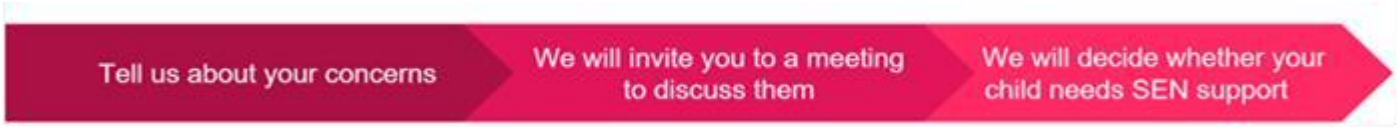
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include: › Speech and language therapists

- Educational psychologists
- Specialist teachers from the local authority SEND team
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Teams (MHST)
- Bereavement services
- Education welfare officers
- Social services and other LA-provided support services ›

Voluntary sector organisations

3. What should I do if I think my child has SEND?



Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEND, the first person you should tell is your child's teacher. You can contact your child's teacher by speaking to them at drop off/dismissal, via the class email address or by arranging a meeting with them. The class teacher will then speak to the SENDCO who will gather relevant information to decide on the next steps You can contact the SENDCO directly: send@georgegrenville.co.uk	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this. Together we will decide what outcomes to seek for your child and agree on next steps. Next steps may include observing your child, speaking to your child or undertaking activities to explore your child's area of concern	If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register. Your child's teacher, with support from the SENDCO, will implement suitable provision in line with the graduated approach Depending on the nature of the SEND need, we may request support from external professionals If we decide that your child's needs are not SEND related, we will inform you. We will still continue to monitor your child's area/s of difficulty and offer provision in class to offer support, monitoring the effectiveness of these.

4. How will the school know if my child needs SEN Support?

All our class teachers are aware of SEND and closely monitor for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will implement provision to try to close the gap. Pupils who don't have SEND usually make progress once the gap in their learning has been addressed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and in agreement with them, contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion, relevant family history and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

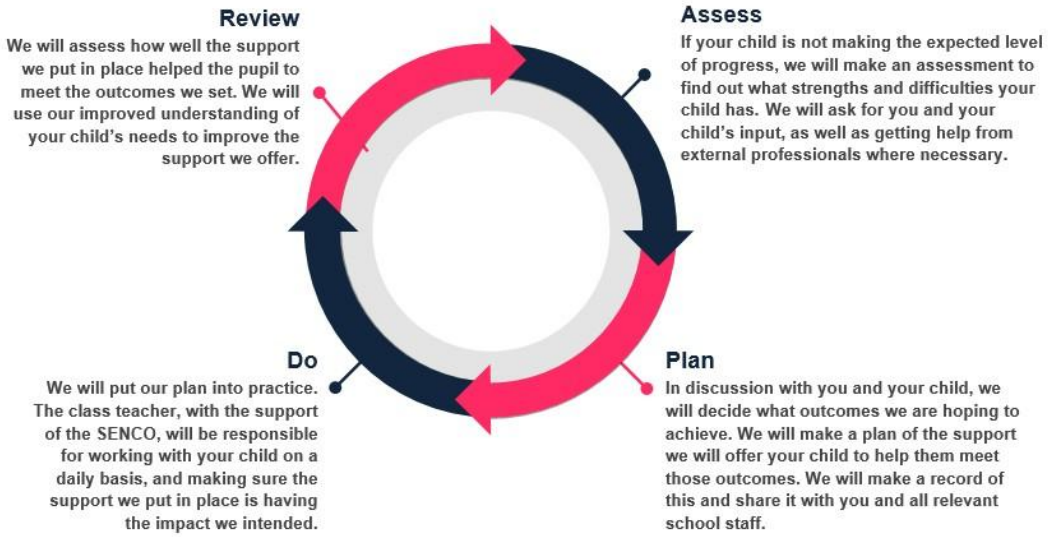
Based on all of this information, the SENDCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, you will be informed of this in writing, through relevant documentation and your child's teacher will work with you to create a SEN support plan for them.

The levels of support a school provides is as follows:	
School-based SEND provision	Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.
Education, health and care (EHC) plan	Pupils who need more support than is available through the school's schoolbased SEND provision may be entitled to an EHC plan based on local authority criteria. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run a research based intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly new and review SEN Support Plans along with one end of year annual report on your child's progress.

As part of your child's SEN Support Plan cycle, the class teacher will meet you a minimum of three times a year to:

- Set clear outcomes for your child's progress (term ahead)
- Review progress towards those outcomes (previous term)
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil survey

8. How will the school adapt its teaching for my child?

George Grenville Academy's Accessibility Plan can be found here:
https://www.georgegrenville.co.uk/uploads/9/9/4/3/9943888/accessibility_plan_2023.pdf

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate, scaffold or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Class teachers, Teaching Assistants and sometimes SENDCOs may all work with pupils with SEND in small groups or on a 1-to-1 basis where timetabled and/or appropriate to deliver interventions appropriate to the area of difficulty
- Specialist professionals may be asked to provide support or advice to teachers so they know how to support your child

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Learning walks and monitoring of children's books by SLT
- Reviewing the impact of interventions after a clearly defined number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using support plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

- CET Evaluation reports or School Improvement visits (requested by the school as part of their monitoring)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

George Grenville Academy' Admission Policy can be found on our website: Admissions | George Grenville Academy

Allocation of places: Children who have an Educational Health Care Plan (EHCP) with SEND, which names the Academy as the appropriate provision will be admitted ahead of all other applicants.

Oversubscription Criteria: When there are more applications for places than there are places available, priority would be given in the following order: Buckinghamshire schools:

1. Children in care or were previously in care as defined in the Schools Admission Code 2021. See definition at Annex B – Admissions Policy.
2. Children who have a sibling/s (See definition of siblings and multiple birth groups at Annex B – Admissions Policy) who will be in attendance at the time of admission and live in the defined catchment area, of the academy they are applying to Proof of permanent residence may be required.
3. Children who live in the defined catchment area, of the academy they are applying to. Proof of permanent residence may be required.
4. Children of Trust staff who wish their child to attend the school they work at. See definition of staff
5. Children who have a sibling (see definition at Annex B – Admissions Policy) who will be in attendance at the time of admission and live outside the defined catchment area, where there is one, of the academy they are applying to.
6. Other children

13. How does the school support pupils with disabilities?

George Grenville Academy's Accessibility Plan can be found on the school website:

Our Policies | George Grenville Academy

Access to Academy Curriculum:

- Teachers and teaching assistants receive training on how to teach and support disabled pupils where appropriate, arranged by the SENDCO.
- Regular updates are arranged, and individual training organised when necessary.
- Lessons are planned and targeted at the whole class and are responsive to pupil diversity.
- All pupils are encouraged to take part in all activities, including music, drama and physical activities. Alternative ways to give access to experience and understanding from particular activities, e.g. PE are considered when necessary.
- IT facilities are regularly updated and are responsive to pupil needs.

- Setting high expectations of all pupils and closely monitor progress of all pupils. All staff seek to remove all barriers to learning and participation.

Improving Access to the Physical Environment:

- Due to the age and landscape of the school site, there are some areas of the school site that may pose some difficulties for people with mobility issues to access.
- Although academic, sporting and play areas allow access for all pupils, there are internal and external steps and the site is built on a slope.
- There is a toilet for the disabled accessible without negotiating any steps or stairs.
- All areas are well lit.
- Environments are calming and not confusing/disorientating for pupils with visual impairment, autism or epilepsy.
- The school have installed an automatic fire alarm and detection system.
- There is emergency lighting throughout the main walkways throughout the school and clear illuminated signs.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We provide extra pastoral support for listening to the views of pupils with SEND
- We run a nurture provision for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following our Anti- Bullying Policy Our Anti-Bullying Policy can be found here: https://www.georgegrenville.co.uk/uploads/9/9/4/3/9943888/anti_bullying_policy_2021.pdf

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Provide a 'Rainbow Transition' for key pupils with SEND across Summer 2
- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule sessions with the incoming teacher towards the end of the summer term

Between schools

- When your child is moving on from our school, we will send all SEND paperwork to the new school's SENDCO and where possible, meet with them to discuss your child, ensuring a smooth transition takes place

Between Primary & Secondary schools

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support. Staff from the secondary school may arrange to observe or meet with the children transferring to them. Pupils will be prepared for the transition by:

- Practicing with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- The secondary school may offer visits to their site for pupils with complex needs or those with EHCPs

16. What support is in place for looked-after and previously looked-after children with SEND?

Sarah Harrison (Head of School and DDSL will work with our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the complaint remains unresolved, then it can be escalated to the SENDCO and finally the Head teacher. Complaint procedures will follow the school's complaint policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, visit: https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/what-to-do-when-things-gowrongwith-send/appealing/

For free information, advice and support on all matters related to SEND, parents can also contact Buckinghamshire SENDIAS Service

EHCPs
To find out about disagreement resolution and mediation services in our local area, visit: https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/what-to-do-when-things-gowrongwith-send/appealing/

For complaints and concerns regarding an EHCP issued by the local authority, you can request mediation by contacting:

Global Mediation on 0800 064 4488 or email sen@globalmediation.co.uk

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your Buckinghamshire's local offer. Buckinghamshire Local Authority publishes information about the local offer on their website: https://familyinfo.buckinghamshire.gov.uk/send/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is: https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/ Local charities that offer information and support to families of children with SEND are:

Bucks iSEND Support Line: https://schoolsweb.buckinghamshire.gov.uk/media/90471/isend-support-line-forparentsand-carers-flyer.pdf

Other supporting charities include

- Bucks Activity Project (Action for Children) https://services.actionforchildren.org.uk/bucks-activityproject/aboutus/our-partners/
- Families & Carers Together in Buckinghamshire https://www.factbucks.org.uk/
- Mind Buckinghamshire: https://www.bucksmind.org.uk/guide/buckinghamshire-family-informationservice/ National charities that offer information and support to families of children with SEND are:
- IPSEA: https://www.ipsea.org.uk/
- SEND family support: https://sendfs.co.uk/
- NSPCC: https://www.nspcc.org.uk/
- Family Action: https://www.family-action.org.uk/
- Special Needs Jungle: https://www.specialneedsjungle.com/
- Autism Early Support: https://autismearlysupport.org.uk/

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs & disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEN support** – special educational provision which meets the needs of pupils with SEN and who do not have an EHCP
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages