

Grange Lane Infant Academy SEN Information Report Sept 2023/4

The kinds of special educational needs that are supported in our Academy

It is a primary aim of Grange Lane Infant Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of pupils with either a disability or special educational needs is warmly welcomed by Delta and the governing body. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. This is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

What to do if you have a concern about the quality or effectiveness of support your child is getting

All teaching and learning is monitored to ensure that it is of sufficiently good quality by the Senior Leadership team and other agencies such as Ofsted. (In the most recent inspection (March 2023 the Academy was graded as Outstanding in all areas). This is done by observing lessons, reviewing books, learning walks and reviewing the progress of all children. This information is reported to the AAB and reported in the minutes.

If you have any concerns about your child's wellbeing or academy progress at any time please contact school personnel in this order:

1. Class Teacher
2. Phase Leaders
3. SENCo
4. Vice Principal
5. Principal
6. Chair of AAB

Policies for identifying children and young people with SEN and assessing their needs

Inclusion Policy

SEN Policy

Behaviour

Disability

Equality and Disability scheme

Accessibility Plan

Looked after children policy

Equal Opportunities for pupils (based upon the Equality Act 2010)

Safeguarding Children Policy

How are children's needs identified?

Procedures for identifying pupils with SEN and for monitoring their progress are clear, effective and straightforward. Sometimes we are informed of children's needs by their parents; sometimes by external agencies already working with the children and sometimes needs are identified as we work with the children and get to know them. All procedures will take account of any SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account.

Arrangements for consulting parents of children with SEN and involving them in their child's education

The best results are achieved when parents/carers, schools, academies and LA's work in partnership. In working towards this principle, the academy will:

- Assist parents/carers in their understanding of SEND procedures, provision and support
- Provide opportunities for mediation and discussion
- Ensure that the review process seeks and takes account of the parent/carer's view wherever possible

Wherever possible there should be pre-emptive action for the child/parents before the child enters school if it is known that they have additional needs. This includes visits to school, advice from other professionals, discussions with the class teacher and the SENCo. If a parent or teacher has concerns

regarding a child, the class teacher will formulate a Stage 1 plan with parents where the child can be supported and monitored for an agreed period of time. The plan is reviewed at a second meeting with parents. Following this meeting if further support is needed, a Stage 2 Plan will be formulated with parents and the child will be placed on the SEN register. Pupils with an EHCP are placed on a Stage 3 Plan and as well as termly meetings (as with Stage 2) They will have an Annual Review with other professionals involved. Each child on the SEN register has a SEN support plan or an EHC plan, which contains their targets and how school and parents can help them to achieve their targets. It also contains the role of other agencies and the support they provide. Parents are invited to be involved in all stages of the plan do review process.

Arrangements for consulting young people with SEN and involving them in their education

We believe that a partnership with pupils is essential in relation to SEND and that pupils have the right to have their views incorporated in assessment and review and to be involved in decision making about their own special educational needs. We recognise that effective action for SEN students will depend on close cooperation between the academy and other services and agencies. Children are informed about and involved in setting their own targets. They are supported to achieve them and are supported to know what they need to do to achieve them. Children are involved, wherever possible and appropriate in the discussions between parents, class teacher and SENCo, this takes the form of a 'One Page Profile' which is part of the child's SEN plan.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

At least termly meetings with parents, class teachers, SENCo, support staff and relevant outside agencies. Looking at termly progress and also the child's social and emotional development. Support and ideas are given regarding how to best help children and parents are supported both at home and at school on how to do this by school and other agencies.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

To support the transition from home to Nursery we provide the following: home visits, information packs, nursery meeting, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCo, Pastoral Manager and relevant outside agencies.

To support the transition from home to F2 we provide the following- information packs, reception meeting, transition sessions, transition day pre-emptive meetings as necessary- involving parents, class teacher, SENCo, Pastoral Manager and relevant outside agencies.

To support the transition from Y2 to Pheasant Bank Academy and other schools we provide the following – transition days at their new school and information sharing meetings with Key Staff.

Extra support is given for children with additional needs and their parents to visit the junior school- with extra visits available, meetings with key people, activities for the children in their new environment. Key Stage 2 staff are given the opportunity to visit Grange Lane and work with the children.

Approach to teaching children and young people with SEN

At Grange Lane our practice is inclusive. All staff, whatever their role within the academy have a duty to promote the equality of opportunity for all pupils and positive attitudes towards all pupils. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all the children. Suitable resources are chosen which both motivate and are sensitive to children with additional needs.

We support the children within the class to involve and engage them and put in place interventions to close the gap. These include Time to Talk, RWI small group and 1:1 sessions. We also run empathy groups within school to improve attitudes towards learning on a 1:1 or small group basis. Staff have also received training on SALT and Thrive approaches. Children can access Motor Skills intervention and SDI (Same Day Intervention) maths. The children also access differentiated phonics, literacy, handwriting and numeracy groups.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through interventions (see above). Children on the SEN register also have time to

work specifically on their targets either within a small group or on a 1:1 basis as appropriate. They also may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Grange Lane we would ensure every effort is made to allow pupils with SEN to access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. Moreover the classroom layout may need changing to allow space for a wheelchair or walking frame.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

In particular:

- The allocation and effective use of resources
- The performance of LA/Academy support services
- The provision for SEND pupils including termly reviews
- Individual pupil progress
- Use of delegated funds

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Students with special educational needs and their families, have the right to be supported by high quality skilled professionals. The Academy supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEN. Some of this professional development will consist of the exchange of best practice between schools including special schools. A comprehensive and appropriate staff development programme will be developed, which addresses the skills and knowledge staff will need to fully support and teach all students who attend the academy.

Support staff are trained in delivering interventions (see above). Moreover, staff are trained in understanding and working with children with specific needs. Previous training has included SEMH needs, ASD and Lego Based therapy training to support children with SLCN and SEMH needs. Bespoke training is also put in place to meet the needs of children at school e.g. moving and handling training and managing children with physical needs in school. More recently support staff have been trained to support children with tracheostomies, peg feeding, hydrocephalous and the management of hearing aids.

Evaluating the effectiveness of the provision made for children and young people with SEN

The SENCo and class teacher create provision maps to ensure the needs of all SEN children are being met as well as SEN and EHC support plans written by class teachers themselves which are reviewed termly with parents. Interventions are regularly evaluated and progress measured. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary the SENCo may refer on for statutory assessment or ask for support from the Academy's Alternative provision. This provides both advice and outreach support (where relevant professionals come to school to work with the child). It also offers someone to work between school, the alternative provision and home to ensure parents are fully informed and engaged with the process and that their views are listened to.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

The Academy also plans continually to increase access to education for SEND pupils in terms of:

Increasing the extent to which all pupils can participate in the curriculum

Improving the environment in terms of accessibility.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

At Grange Lane, we have a thorough PHSCE curriculum in both the early years and key stage 1. Circle time (Jigsaw) is embedded and our behaviour policy is based upon the 6 Golden Rules and rewarding good behaviour. We run empathy groups to improve the emotional and social development of those children who need extra support in this in KS1 and run the Time to Talk intervention in the Foundation Stage. Children with social, mental and emotional health issues are given 1:1 time in the Thrive room. We have a Pastoral Manager who supports families and liaises with other agencies as well as working closely with school.

Our Anti-Bullying policy emphasises to all members of the school community that bullying is not acceptable and must be totally discouraged. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

Measures to prevent Bullying

It is important that we create an atmosphere in school where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop
- Everything that happens must be carefully recorded
- The application of sanctions will depend on the individual circumstances of each incident
- Revenge is not an appropriate for the victim
- The school will work with the parents of both the victim and the bully
- Support will be available for the victim
- Support will be available for the bully to help change his/her behaviour

The school curriculum

The school curriculum will be used to:

- Raise awareness about bullying behaviour and the school's anti-bullying policy
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school
- There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment via-
- Assemblies
- PHSE/Drama/English lessons
- Circle time
- Playground buddying
- Close supervision of all areas at all times
- Anti-Bullying week

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school involves other agencies such as: the health visitor and school nurse; social services; speech and language; specialist support such as Occupational Therapy and Physiotherapy and the Alternative provision Academy / BOSS as and when it is necessary. Good relationships have been made with outside agencies and special schools. Moreover, the school supports parents throughout this process lead by the Pastoral Manager and SENCo.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

All Delta schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. For more details of this see the school website.

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

Arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For pupils with SEND who are looked after, we expect the same equal access to all areas of the curriculum. There is a designated governor, who ensures that information about looked after children is collated. This governor is Mr R Schofield. The governor should report periodically to the governing body regarding looked after children and their achievement. Moreover, where relevant he attends the "Looked After Children" network meetings. Accurate attendance records are maintained for all Looked after Children and regular meetings with social workers and members of the Local Authority Looked After Children service. Looked after children have regular reviews and Personal Education Plans are updated termly and the progress of these children is tracked separately. Extra support is always given and extra funding is available to support children both within and outside school to allow them to access the curriculum effectively and to close the gap between themselves and other children. Parents/carers are given support and regular information. Staff are made aware of the difficulties and educational disadvantages faced by looked after children and they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement.

Delta Academies Trust

Registered Office / Head Office: Education House, Spawd Bone Lane, Knottingley, WF11 0EP

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