



SEND POLICY AND INFORMATION REPORT



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1. What are the aims of this document?

Our SEND policy and information report aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

- Set out how George Grenville Academy will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
 - Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
 - Make sure the SEND policy is understood and implemented consistently by all staff

2. What is our vision and values for pupils with SEND?

At George Grenville Academy, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. What legislation and guidance do we refer to?

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it
- The Governance Handbook, which sets out governors’/trustees’ responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- This policy also complies with our funding agreement and articles of association.

4. How do we strive for inclusion and equal opportunities?

At George Grenville Academy, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. What do our definitions mean?

5.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The Four Broad Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Research based interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

Broad Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

Broad Area of Need	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. What are our SEND roles and responsibilities?

6.1 The SENDCo

The SENDCo is Elle Brown (ebrown@georgegrenville.co.uk 01280 813273)

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made, with a focus on early intervention
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated/scaffolded teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out (though the duties can be delegated to a committee or an individual):

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and information report along with the provision in the school

6.4 The Headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 The Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes, SMART targets and review progress towards them three times a year
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 The Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child and the progress made as a result of research based intervention(s)
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings or hearing from the class teacher about the progress they have made on their SEN Support Plans
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our SEND Information Report

The aim of this information report is to explain how SEND support works in our school. Our SEND Policy has the SEND Information report written within it. This 'SEND Policy and Information Report' is published on our school website.

7.1 What types of SEND do we provide for at our schools?

George Grenville Academy currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Oppositional Defiant Disorder (ODD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Our SENDCo has two years' experience in this role and has previously worked as a Development SENDCo, whilst also completing the National Award for SENDCo (NASENCO) qualification.

They are allocated one day a week to manage SEND provision.

We have a team of 11 teaching assistants, including 1 higher level teaching assistants (HLTAs), who are trained to deliver SEND provision.

In the last academic year, staff have been trained in:

Number Sense

Type 1 Diabetes

Step On

Autism and ASD

Kinetic Letters Handwriting approach

Reading fluency

Support plans/Graduated Approach

We use staff to carry out interventions:

AcceleRead AcceleWrite

Number Sense

Lego Therapy

Talk About

Talk Boost

Emotional Literacy

Max's Marvelous Maths

(not a definitive list).

George Grenville Academy recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Pupil Referral Unit (PRU) - outreach and in reach support

Our SEND Governor works closely with the SENDCo to quality assure the provision and the measuring of such provision is in place and effective. Part of this role is to ensure the right bodies are involved to support children with SEND. Our SEND Governor works with outside agencies and the Inclusion Team to support the academy in ensuring provision is impact driven.

7.3 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
<p>IF YOU THINK YOUR CHILD MIGHT HAVE SEN, THE FIRST PERSON YOU SHOULD TELL IS YOUR CHILD'S TEACHER.</p> <p>YOU CAN CONTACT YOUR TEACHER BY SPEAKING TO THEM AT DROP OFF/DISMISALL, VIA THE CLASS EMAIL ADDRESS, OR ARRANGING A MEETING WITH THEM.</p> <p>THEY WILL PASS THE MESSAGE ON TO OUR SENDCO, ELLE BROWN WHO WILL BE IN TOUCH TO DISCUSS YOUR CONCERNS.</p> <p>YOU CAN ALSO CONTACT THE SENDCO DIRECTLY. EBROWN@GEORGEDEVILLE.CO.UK</p>	<p>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.</p> <p>TOGETHER WE WILL DECIDE WHAT OUTCOMES TO SEEK FOR YOUR CHILD AND AGREE ON NEXT STEPS.</p> <p>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.</p>	<p>IF WE DECIDE THAT YOUR CHILD NEEDS SEN SUPPORT, WE WILL FORMALLY NOTIFY YOU IN WRITING AND YOUR CHILD WILL BE ADDED TO THE SCHOOL'S SEND REGISTER.</p>

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

We will assess each pupil's current skills and levels of attainment when they start at George Grenville Academy. This will build on information from previous settings and key stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to the next academic year or secondary school.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated or scaffolded, high-quality teaching.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and they will contact you to discuss their concerns further, aiming to gain a holistic picture of the pupil and any significant family history. Early discussions will aim to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

The SENDCO will observe the pupil in the classroom and/or 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 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 pediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing and we will formally notify parents if it is decided that a pupil will receive special educational provision.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English or where, early on in their education, they are a summer born.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

To obtain further understanding of a child’s learning difficulties, we may use:

- OT Screening (provided by County)
- On task observations
- Outside agency assessments
- Speech and Language Link

In addition, the academy accesses the services of our CAMHS, SALT, PRU, School Nursing Team, Paediatrics, clinics and our Link OT worker. We also commission an Educational Psychologist who support us in identifying needs of our children using a range of specialist assessments.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

The levels of support a school provides is as follows:	
School-based SEN provision	<p>Pupils receiving SEN 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.</p> <p>The provision for these pupils is funded through the school’s notional SEND budget.</p> <p>On the census these pupils will be marked with the code K.</p>
Education, health and care (EHC) plan	<p>Pupils who need more support than is available through the school’s school-based SEN provision may be entitled to an EHC plan. 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.</p> <p>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).</p> <p>On the census these pupils will be marked with the code E.</p>

7.5 How will the school measure my child's progress?

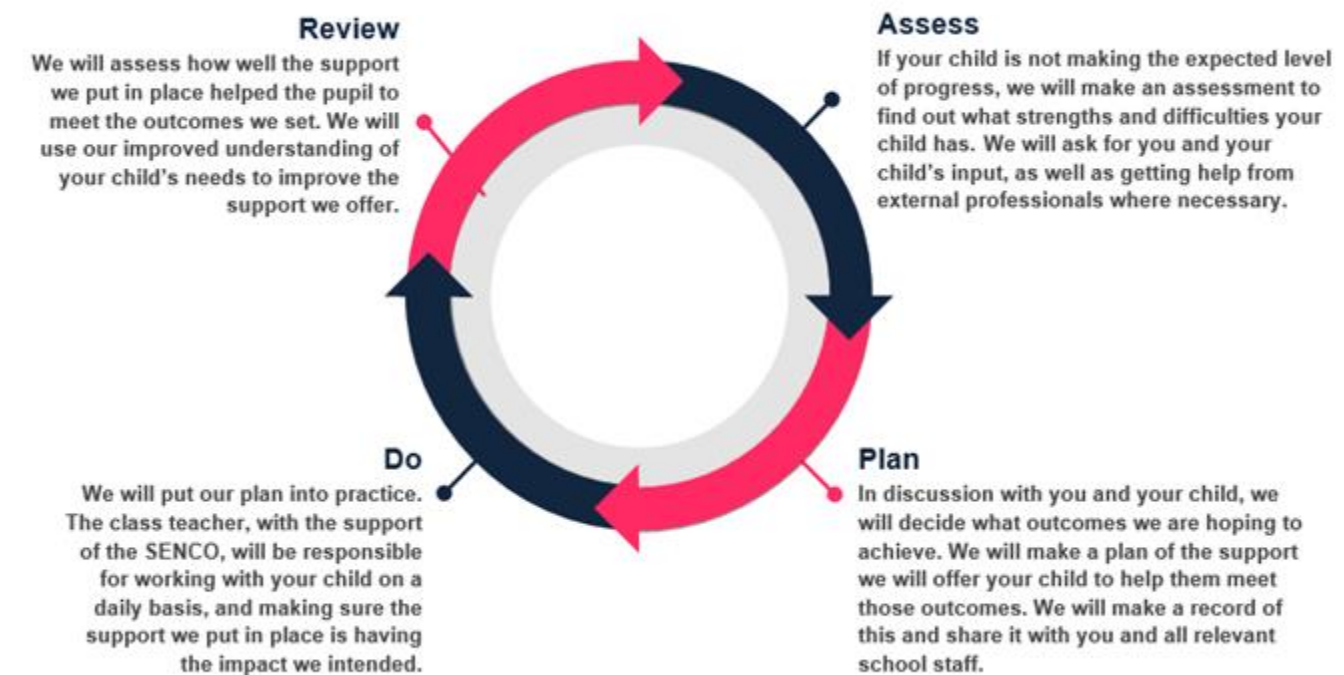
We follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

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 an 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 SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This could include:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment, or social, emotional and mental health
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Evaluation of SEND support plans, at least three times a year
- Evaluation of SEND support plans at least three times a year.
- Tracking of pupil progress in terms of the National Curriculum, at least three times a year. Progress is tracked against the curriculum expectations and where relevant using smaller step assessment..
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by our SALT
- Progress of children with occupational therapy needs is assessed and reviewed regularly throughout the year by our Link Worker.
- Progress of children with social, emotional and mental needs is assessed and reviewed regularly throughout the year
- An Annual Review is held for children with EHCPs. Interim reviews can also be arranged throughout the year if deemed necessary

- When children are assessed by the SENDCo or external agencies, meetings take place with parents/carers and the class teacher to discuss findings and how best to address needs and meet targets.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

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

We are proud of our open door policy and encourage parents/carers to speak to staff about any concerns they might have. The SENDCo is on the playground at drop-off and pick-up for parents/carers to chat with.

Parents may be invited into the academy to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a pupil's SEND (where appropriate teachers are involved in these meeting to ensure they can fully support any pupil with SEND in their class).

Parent meetings are held at the start of the academic year, to ensure the parents have ample opportunity to share information, concerns etc about their children with the new class teacher. Targets (both academic and pastoral), are set at these meetings. Further meetings are held to discuss progress and attainment, as well as catch up on the wider school experience.

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 discuss with you three times a year:

- Setting clear outcomes for your child's progress (term ahead)
- Reviewing progress towards those outcomes (previous term)
- The support we will put in place to help your child make that progress
- Identifying 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 SEN 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.

7.7 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

7.8 How will the school adapt its teaching for my child?

George Grenville Academy is committed to providing an inclusive mainstream education and equal opportunities for all.

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

There is no '1 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.

We make the following adaptations to ensure all pupils' needs are met:

- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners), content of the lesson, teaching style (taking into account that children may be visual, auditory or kinaesthetic learners), lesson format, pace of lesson, provision of alternative recording methods, outcomes expected from individual children, materials used, support level provided, provision of alternative location for completion of work
- The academy acts upon advice received from external agencies.
- We endeavour to ensure that all classrooms are Dyslexia-friendly, including word walls, prompt mats, reading rulers, coloured interactive boards, individual resources, alternative means of recording, software, apps, reading resources, exercise books
- We endeavour to ensure that all classrooms are ASD friendly including the use of visual timetables, personalised timetables, calm uncluttered environments with clear floors and organised labelled resource areas, now and next boards, step plans, prompt cards, quiet work stations, sensory areas, structured playground games, working with an ASD specialist to continue to build on this environment.
- We endeavour to ensure that all classrooms are "speech and language" friendly including use of visual feedback, step plans, processing time included in teaching approach, pre-teaching of key vocabulary where required, word walls and consolidation of key vocabulary, precision monitoring, working with our SALT link worker to support individual children, run advice clinics and training for staff
- Small group areas are available for both Key Stages to provide quiet work areas for 1:1 or small group work
- All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils.
- Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

7.9 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 carried out by SLT and/or subject leaders
- Reviewing the impact of interventions after a clearly defined number of weeks
- Using pupil questionnaires/pupil voice
- Monitoring by the SENDCo and Inclusion Lead
- Using provision maps to measure progress
- Holding an annual review (if a child has an education, health and care (EHC) plan)
- CET Evaluation reports (requested by the school as part of their monitoring)

7.10 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 (e.g. coloured overlays/books, sensory circuit equipment, sensory cushions, ear defenders etc)
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

This may be through:

- Discussion with specialist agencies involved
- Discussion with parents
- Discussion with our head teacher

George Grenville Academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

George Grenville Academy endeavour to include all pupils, regardless of their needs, in all activities that the school provides:

- All extra-curricular activities are available to all our pupils
- Before and after school care is available for all our pupils
- Residential trips are available to all our children in years 3 to 6, when they are operating
- All pupils are encouraged to take part in sports days, school productions, sports and arts events both in and outside school and multi-school events, such as dance competitions
- All children are encouraged (and we ensure we always have representation for all vulnerable groups within school) to join our School Council

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

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

George Grenville Academy's Admission Policy can be found on our website: https://www.georgegrenville.co.uk/uploads/9/9/4/3/9943888/admissions_policy_sept_23_starters.pdf

Allocation of places:

Children who have an Educational Health Care Plan (EHCP) with SEN (or a disability), 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

7.13 How does the school support pupils with disabilities?

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

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:

The Academy is unfortunate with its physical layout.

- 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.

7.14 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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- We offer a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

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

We work closely with pre-school settings prior to children joining George Grenville Academy. This involves additional visits to the child in their current setting or at home, as well as planning for the child to spend time with us. Together we will create a SEND support plan to ensure the correct provision is in place as soon as the child joins our setting.

Between years

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

- 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
- If appropriate, schedule sessions with the incoming teacher towards the end of the summer term.
- We run transition sessions when children move up to the next year and/or key stage in the last half term. We do general introductions to their new teaching team, run activities in their new classrooms with the new teacher and give them time on their key stage playground where relevant. We do put in place individual transition support for children that demonstrate a need for greater transition support than that generally provided, e.g. extra time with their teacher, 1:1 time going to their new learning environment frequently throughout the day/week, taking on a responsibility that requires daily contact with the new team and the new learning environment.

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

We have strong links with the local secondary schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENDCo will meet with the Secondary SENDCos and other key staff to share data and information.

7.16 What support is in place for looked-after and previously looked-after children with SEN?

Elle Brown (ebrown@georgegrenville.co.uk , 01280 813273) is the designated teacher for looked-after children and previously looked-after children.

Elle Brown ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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.

7.17 What should I do if I have a complaint about my child's SEN support?

It is in everyone's interests for complaints to be resolved as quickly and at as low level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher
- If the matter remains unresolved the complaint is dealt with by the SENDCo
- If there is still no resolution, the Head teacher would become involved
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- The Governing Body will deal with the matter through their agreed complaint resolution procedures
- Complaint procedures will follow the school's complaint policy.
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the academy will make further information available about this process on request

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

Buckinghamshire Council Mediation Services information can be found at:

<http://www.mediationbucks.org.uk/>

7.18 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 local authority's Buckinghamshire Council's local offer. Buckinghamshire Council publishes information about the local offer on their website:

www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<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 Activity Project (Action for Children) <https://services.actionforchildren.org.uk/bucks-activity-project/about-us/our-partners/>
- Families & Carers Together in Buckinghamshire <https://www.factbucks.org.uk/>
- Mind Buckinghamshire: <https://www.bucksmind.org.uk/guide/buckinghamshire-family-information-service/>

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/>

8. What are our admission and accessibility arrangements?

8.1 Admission arrangements

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6. Other children

8.2 Accessibility arrangements

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Access to Academy Curriculum:

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9. How do we monitor this SEND Policy and Information Report?

9.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy and information report. We will do this by evaluating whether or not we are meeting our aims.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND during the academic year
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

9.2 Monitoring the policy

This policy will be reviewed annually by the School Improvement Director for Curriculum and Assessment. It is approved by the Board of Trustees before issuing at school level. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

10. Links with our other policies and documents

This policy links to the following documents:

- The local offer
- Accessibility plan
- Admissions Policy
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding / Child Protection Policy
- Complaints Policy

11. 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

Broad 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/scaffolding – 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 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

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages