GRANGE SCHOOL

Special Educational Needs & Disability Policy

(Including SEND Report 2020 and Local Offer)

Ref: C03

Author: Rachael Clifford

Date: June 2018

Ratified by Governing Body: July 2018

Frequency of Review: Annually

Policy Review Dates:

Date	Changes made	By whom
October 2018	Policy reviewed	IEB
October 2019	Reviewed, no changes	ARR
June 2020	Reviewed- no changes	RC
July 2020	Reviewed – Format Change, no change to content	ARR
September 2021	Reviewed, no changes	JJ

Definition of Special Educational Needs

All children and young people in the Grange School have an Education Health Care Plan (EHC) statement, and their primary need will be Autism.

Children have special educational needs if they have *a learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil for each pupil those needs are made known to all who are likely to support them. All pupils who come to Grange have an Education health Care Plan (EHCP). The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils to join in the activities of the school, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

In addition to the Trust/governing body, the school's head teacher, all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Special individual arrangements may be necessary for some children.

Provision and recognition of previous learning

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's previous schools to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any specific learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

The school will record the steps taken to meet the needs of individual children. The SENCO (Headteacher) will have responsibility for ensuring that the records are kept and available as needed.

The Role of the SENDCo

The (SENDCo) responsibilities may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with special educational needs upon entry to the school
- Liaising with and advising teachers of other schools
- Overseeing the records of all children with special educational needs upon entry
- Liaising with parents of children with special educational needs during transition
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Nature of Intervention

The child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.
- Access to LA support services for one-off or occasional advice on strategies or equipment

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

- Outcomes (to be recorded when IEP is reviewed).

The IEP is a personalised plan which will focus upon several individual targets that match the child's needs and have been discussed with the child and the parents/carers.

Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Statutory Assessment of Special Educational Needs

An Education Health Care Plan will include:

- The pupil's name, address and date of birth
- Details of all of the pupils special needs
- Identify the special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

An EHC plan will be tailored to meet the particular needs of each child. The EHC plan will include information about the child and the support that is needed to help them achieve.

All children with Education Health Care Plans will have short-term targets set for them that have been established after consultation with parents, the child and other agencies as appropriate.

Annual Review of an EHC Plan of Special Educational Needs

All plans will be reviewed at least annually with the parents/carers, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 9, the aim is to give clear recommendations as to the type of provision the child will require at the post school stage. It will then be possible for the parents to visit post school placements and to consider appropriate options within the similar timescales as other parents.

The information in this policy is taken from Special Educational Needs Code of Practice.

1. Policy for identifying and assessing SEN

All the pupils who attend Grange School will have an Education, Health and Care Plan (EHCP). The primary need of pupils at Grange is autism. Many of our pupils have complex profiles. In addition to autism, many have severe learning difficulties. Pupils may also have social, emotional and mental health difficulties, sensory/physical needs or specific learning difficulties.

Each pupil at Grange has their needs assessed, this includes learning needs and styles, sensory assessments and profiles. The learning needs of each pupil will be carefully considered. Based on a detailed baseline assessment each pupil will be set individual targets which will then be monitored for progress.

For pupils arriving at the school, there will be a transition programme. This will include close working with parents and previous settings. Grange staff will, where possible, attend the Annual Review prior to the pupil's transition into school. Transition visits and programmes are designed on an individual basis, to best suit the needs of the pupil. Each family will be invited to a preadmissions meeting and interim placement reviews will happen within the first 8 weeks of a pupil starting at Grange School.

2. Contact details of the SENCO

The school SENCO (Special Educational Needs Co-ordination) is Jane Jones. Jane can be contacted at school, through the Office staff, via email j.jones@grange.manchester.sch.uk or via phone on 0161 231 2590

3. Arrangements for consulting parents and pupils

Grange believes in involving parents and carers in all aspects of school life. Parents and carers have key knowledge and understanding of their children and the best ways to support them. This knowledge can support pupils to make the best possible progress, and achieve their full potential. Through close working partnerships, parents and carers will be supported to play an active and valued role in their children's education.

Class teams will be in regular contact with parents and carers. This maybe iin avariety of formats – including home-school books, newsletters, email, twitter and class blogs and websites. Phone calls and informal or formal meetings are arranged as necessary. Teachers make sure they are available to meet and discuss any queries or concerns with parents and carers, at the start or end of the day, or at a given pre-arranged time. Parents and carers can also contact members of Grange SLT via email or phone.

Three times a year, parents and carers will be invited to a parents evening were they can discuss their child's progress with the class team. Each child will also have a formal review, held once a year, to discuss their child's progress. At this meeting, any changes to a child's support package will be discussed. Relevant professionals will be invited to attend meetings when necessary.

Grange school employs a Family Support Officer who works with Families who require extra support.

Grange school has a student council which meets on a regular basis. Here pupils are encouraged to express their ideas, thoughts and views about the school. All pupils are supported to contribute their views at any time, to any member of staff. Staff and pupils have excellent relationships and pupils know who they can talk to if they have problems or any difficulties.

4. Approach to teaching students with SEN and adaptations to the curriculum.

We believe that learning and development for some children and young people with autism best takes place in a specialist setting where learning can be designed and supported to best suit their individual needs. For us this starts with knowing each young person, developing strategies that work for them and supporting them to overcome barriers that their autism presents. This requires us to look more closely at each individual and look beyond behaviour in order to discover underlying stress, anxiety and/or distress. Our staff are very experienced at working with pupils with autism and developing strategies which best support the young person's development and overall access to the curriculum.

At Grange, pupils are taught their lessons within class groups. Each class group covers all the National Curriculum subjects ensuring that pupils get a deep and rich learning experience. Each pupil has a personal learning profile which ensures they are able to learn in an environment suitable to meet their individual needs and reach maximum potential.

Structured Learners:

Those pupils working within the structured curriculum need a distraction free environment, which takes account of their need for support, structure and clarity. Students are taught core skills (English, maths and computing) within an integrated session. These sessions use structured teaching approaches with an emphasis on independent working.

When appropriate pupils will follow individual timetables, using structured teaching. Students work in small groups for foundation subjects and their weekly timetables included opportunities for Physical Education. Through the provision of a balanced curriculum within a secure, structured learning environment we seek to provide students with the social and communication support to maximise their learning.

Independent Learners:

Independent learners follow the programmes of study outlines in the National Curriculum for Primary and Secondary schools. All national curriculum subjects are taught to all pupils aimed specifically at their individual needs. Each pupil receives a deep and rich, relevant and differentiated curriculum.

Within each group, lessons are planned to ensure access to appropriate resources and levels of challenge. Timetables are similar to that of any primary or secondary school, but within a more secure, supported and structured environment.

Individual teaching bases are carefully adapted to meet the individual needs of the students working within them.

Individual Timetables:

Occasionally a student may follow an individual programme which is bespoke to their needs. They will work with staff and join groups when appropriate. These learners are those whose needs demand additional resources in terms of staffing, space or curriculum provision, to that which would be provided for their peers in a structured or independent group. Their needs may arise from very complex learning or communication difficulties and may result in challenging behaviour.

These students follow a curriculum which is highly personalised to meet their individual needs, with an emphasis on the social and emotional aspects of learning. We strive to maintain and develop our creativity and flexibility so that these pupils have a rich, stimulating and enjoyable experience in school, through which they are able to realise their potential.

5. Expertise and training of staff.

Due to the complex nature of the pupils who attend Grange school, our staff are passionate and empathetic and are highly skilled at working with a wide range of pupils. Staff build the confidence and self-esteem of pupils by attuning to the needs of students by building positive and trusting relationships. This enables us to support the crucial development of self-regulation and mutual regulation strategies. We recognise behaviour as a sign of communication and staff are effective in identifying functions of behaviour. This then allows for opportunity to develop new strategies to best support each pupil.

New staff all follow an Induction Programme, and are encouraged to attend the Level 1 autism training. Many of our staff have additional qualifications and training, which enable us as a staff team, to meet the needs of our pupils. Examples of these are:

- Team Teach Instructors
- Sign language/Makaton qualifications
- TEACCH Training
- Autism Training Level 1 and 2
- National Autism Society Training programme
- First aid Training
- Safeguarding Level 1 and Level 2 training
- Nurture and intervention training
- Risk Assessment, Fire Awareness and Health & Safety Training
- More than Words
- Boxall profiling
- Sensory integration

A range of externally accredited leadership training – including National Award For Special Educational Needs Co-Ordination, NPQH, NPQSL and NPQML

We also work alongside, and have regular input from a wider multi-disciplinary team. This includes input from medical professionals, Educational Psychologists, CAMHS team and Children's services. We have a full time specialist school nurse who is based on site. In addition we have a TLR post specific to autism.

6. Evaluating Effectiveness of provision.

The assessment, monitoring and review of each pupil's progress takes place throughout the school year. Parents, pupils and other relevant professionals are included in this process. Teachers set termly targets in key areas, depending on the age and learning needs of the pupils. These targets are shared with parents and carers and will be discusses at annual reviews and parents evenings. Pupils are encouraged to take an active role in the setting of their own targets – pupils regularly take part in self-evaluation of their learning. These crucial reflective skills are valued, nurtured and developed as they progress through school.

Pupil progress is monitored on a half termly basis. We currently assess pupils using assessment levels which are linked to year group outcomes. Teachers and Assistant Head teachers meet regularly to analyse the progress data. This ensures that all pupils are making progress at the optimum level for them and that the progress is in line with national expectations for pupils working at these levels. Pupils work and achievement is benchmarked and moderated both with other special schools and across Key Stages within school.

7. How pupils are enabled to participate in activities

Each pupil in our school is a valued individual. We provide a highly flexible provision in order to meet the wide range of learning needs that we cater for. Our school and classroom environments are designed to meet the needs of our pupils. This includes having areas of calm and break out spaces. Across the school routines are consistent, and visual supports help to structure and organise the day and spaces.

Independent Groups: Classes follow a broadly traditional timetable, following a primary model where the majority of lessons are delivered by individual teaching teams with appropriate levels of support within classes.

Structured Groups: Classes follow a curriculum that contains much more structure and support to facilitate their access, concentrating on independence alongside a more traditional curriculum.

8. How the school involves other health, social care and other bodies in meeting pupil's needs.

We actively engage in multi-agency working with a range of professionals. The complex nature of our pupils learning needs mean a holistic approach is needed to ensure all needs are met and best possible outcomes for students and families are achieved. As well as our Support for Learning Team which includes Speech and Language Therapists, Occupational Therapist, Music Therapist and Art Therapist, we have an onsite School Nurse. We have termly Multi-Agency Meetings with representatives from CAMHS, Paediatricians, Children's services and Educational Psychology. Within school we hold weekly Key Stage Multiagency meetings to ensure continued and successful support for our pupils.

9. Arrangements for supporting students with SEND who are also Looked After Children (LAC)

Any pupils who are Looked After Children (LAC) will have a Personal Education Plan. The Safeguarding Team then work closely with Social Services, Parents & Carers and the individual student (where appropriate) to devise how best to use the funding to support and enhance learning.

Accessibility of the information:

The information is available to all parents through being posted on the school's website. This will also include essential policies that underpin this report.

The schools contribution to the LA local offer and where this can be found:

Grange school is a special school within Manchester LEA. The school is committed to meeting the needs of every individual at Grange school with SEN, and it is at the heart of the ethos. The report serves to further clarify the school's offer in respect to the above categories.

Equally every local authority must identify education, health and social care services in their local area provided for children, young people, and families' who have SEN or disabilities and included them in an information directory which is the Local Offer. Information should be included about services provided from outside the local area but which local people are likely to use.

Please follow this Link to the Manchester Local Offer:

https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0

SEND Information Report

Grange School 2021

Introduction

All schools must, by law, provide details of how they support pupils with special needs. Grange School is a special school, educating pupils with autism. All pupils attending the school have an Education Health Care Plan (EHC), or a Statement of Special Educational Needs.

Aim and Values:

- We value the uniqueness and individuality of all our young people and our whole school community and treat them with understanding, respect and dignity
- We believe in providing an experience which offers the most successful pathway to achieving the highest level of independence and a fulfilling life for all
- We have high expectations of our pupils, students and young people and all who work with them
- We value, encourage and celebrate achievements, no matter how small
- We value a person-centred approach where we learn from each other and where every person matters
- We value the importance of working in partnership with parents and families as the strongest basis for success for all
- We believe in seeking opportunities to encourage understanding and greater acceptance for all pupils, students and young people in the wider community.
- We value pupil development of self-esteem and confidence in their own abilities
- We value collaboration with pupils, development of self-awareness and building positive and productive relationship
- We value supporting pupil development of resilience and determination in everyday life
- We respect the differences and allowing pupils the chance to explore this
- We value development of life skills which allow our pupils to make a valid and purposeful contribution to the wider community