



SEND Information Report (update) 2018 - 2019

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Ratified by Governing Body:

Policy Review Dates (Frequency of review: every year)

Date	Changes made	By whom



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

Contents

1. Policy for identifying and assessing SEN
2. Contact details of the SENCO
3. Arrangements for consulting parents and pupils
4. Approach to teaching students with SEN and adaptations to the curriculum and learning environment
5. Expertise and training of staff
6. Evaluating Effectiveness of provision
7. How children are enabled to participate in activities
8. How the school involves health, social care and other bodies in meeting pupils' needs
9. Arrangements for supporting students with SEN who are also LAC



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 Stuart Harris. He can be contacted at school, through the Office staff, via email s.harris@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 in a variety 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:

- Masters in Special Education
- PROACT-SCIPr-UK instructors
- Sign language/Makaton qualifications
- SCERTS Training
- TEACCH Training
- Autism Training Level 1 and 2
- National Autism Society Training programme
- SCIP Training
- First aid Training
- Safeguarding Level 1 and Level 2 training
- Nurture and intervention training
- Risk Assessment, Fire Awareness and Health & Safety Training
- PEC's



- 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 discussed 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.

10. 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.

Manchester's local offer can be found by following the link below:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>