



# Lord Grey Academy

Aspire, Learn, Achieve

## **Lord Grey Academy Special Educational Needs and Disabilities (SEND) Report 2018-19**

Lord Grey Academy is a mainstream secondary school where we believe in achievement, ambition and progress for all young people. The information below should be read in conjunction with the academy's Inclusion, Special Educational Needs (SEND) and EAL (English as an Additional Language) Policy and the Disability Access Plan.

### **What kinds of SEND are catered for at Lord Grey Academy?**

Lord Grey Academy caters for students with a range of additional needs, including those with Moderate Learning Difficulties, Specific Learning Difficulties, Speech Language and Communication Needs, Autism Spectrum Disorder, Social Emotional and Mental Health, Hearing Impairment and Physical Disabilities. Lord Grey Academy is fully inclusive and we aim to ensure that all students are able to take part in activities provided by the academy.

### **How are students identified at Lord Grey Academy as having SEND?**

The progress of students at Lord Grey Academy is monitored on a regular basis. If a member of staff is concerned about a student's progress then they will contact the Special Educational Needs and Disabilities Co-ordinator (SENDSCO). The SENDSCO will liaise with subject teachers, Learning Support Advisors, and parents to gather a picture of the student's progress across the school. Assessments may be carried out. These may include a reading age test, spelling age test, maths test, communication difficulties checklist, and an emotional well being assessment. A referral may be made to external agencies such as an Educational Psychologist, Speech and Language Therapist or Specialist Teacher for Inclusion and Intervention. A decision will then be made as to what support the student needs and whether the student needs to be placed on the school's SEND profile.

### **What should parents/carers do if they think their child may have Special Educational Needs?**

If a parent is concerned about their child then they should contact the school SENDSCO (Sally Cass on 01908 626128) to discuss these concerns.

### **How will the school and the parents know how the student is doing and how will the school help the parent to support the student's learning?**

Parents receive regular progress updates through GO 4 Schools, which can be viewed online. This gives an overview of how their child is progressing across the curriculum. Parents are also invited to a parents' evening to meet subject teachers. Parents of students with Education Health and Care Plans (EHC Plans) are invited into school for Annual Reviews and for regular meetings with the SENDSCO to review their child's progress. Parents are also encouraged to liaise with their child's Form Tutor if there are any concerns about progress.

Information about the school's assessment procedures is available on the school website and this is also sent home to parents.

### **How are young people consulted and involved in their education?**

All students at Lord Grey Academy are regularly consulted about their education. This ranges from Student Oracle panels, where students are encouraged to give their views on specific topics, to whole school surveys. All students who receive intervention are asked to give their views at the start and end of the intervention, through questionnaires and surveys. Students with EHC Plans are invited to attend their Annual Review and give their views in this way. Learning Support Advisors are trained in the use of 'comic strip conversations' in order to support students to give their views if they have difficulty in communicating.

### **What are the arrangements for assessing and reviewing student's progress towards outcomes?**

The SENDSCO meets with parents of students with an EHC Plan twice yearly, to discuss the student's progress towards the outcomes set out in the plan. All teaching staff are issued with the student's outcomes through a Learning Passport. Before the meeting with parents staff are asked to comment on the student's progress towards the outcomes. Parents are also asked for their comments on the young person's progress. The student is always invited to the meeting with parents to give their views.

### **How will the academy prepare and support the young person who needs extra help to join the academy or to transfer to a new school, or the next stage of education and life?**

The academy's Transition Co-ordinator and the SENDSCO are involved in ensuring that all information is received from primary schools before a student joins the academy. Additional transition sessions are organised for students with SEND, as well as for all students who are at risk of not making a successful transition to Lord Grey Academy. The SENDSCO, the Careers Advice and Guidance Officer, Form Tutors, Heads of House and the Sixth Form team all work together to ensure that students are supported when they decide to move on at the end of Year 11, 12 and 13, whatever their destination.

### **How will the curriculum be matched to students who need extra support?**

The academy's Inclusion Policy states that: 'We endeavour to achieve maximum inclusion of all students (including vulnerable learners) whilst meeting their individual needs.' High quality differentiation is provided for students who have been identified as having Special Educational Needs or Disabilities. Students' needs are communicated to subject teachers through detailed strategies provided on the SEND profile and the Learning Passports. The progress of all students is reviewed regularly and individual progress is the main indicator of success.

### **How is the curriculum and the environment adapted to meet the needs of students with SEND?**

After a student is identified as having Special Educational Needs all staff are made aware of those needs and are provided with strategies to meet the student's needs in the classroom. Students with high levels of need, including those with an EHC Plan, have a Learning Passport which is distributed to all staff and is available on the academy's intranet. Some students may receive in-class support in specific subject areas. Some students may receive small group intervention or one-to-one teaching in literacy, numeracy or social skills. All small group work is led by Learning Support Advisors. Students will have individualised targets as part of this support. The programme for the student is planned by the SENDCO who will liaise with parents/carers to ensure that they are aware of the support their child is receiving.

When a student has been identified as having Special Educational Needs, the SENCO works with the parents/carers, subject teachers and the SEN team in school to allocate support. This can include

- Learning resources (e.g. laptop, coloured paper, overlays)
- In-class support from Learning Support Assistants
- Small group intervention in numeracy, literacy, or social skills
- Daily reading practice
- Access Arrangements for public examinations. This can include the provision of a reader, scribe, word processor, prompter or extra time. Access Arrangements are provided in accordance with JCQ regulations and are overseen by the SENDCO.

Lord Grey is an old building with different levels. Adaptations have been made to ensure that the site is wheelchair friendly, but there are areas which are not fully accessible. Disabled toilet facilities are available. If students with SEND need extra equipment this is provided through SEND High Needs funding. The school has an EAL (English as an Additional Language) department and this team supports students and parents whose first language is not English.

### **How are staff trained to meet the needs of students with SEND?**

School staff receive training and information on different types of Special Educational Needs and Disabilities through a planned programme of Continuing Professional Development.

Lord Grey Academy has access to a range of external services. These include the Educational Psychologist, the Speech and Language Therapist, and the Specialist Teachers team. Brook also offer support in school.

The school holds a prestigious Quality Mark as a Centre of Excellence for Inclusion.

### **How does the school support the social and emotional development of students with SEND?**

Vertical tutoring and the House system ensure that all students are known as individuals. There is a good relationship in school between students and Form Tutors and the Form Tutor or Head of House is often the first port of call when students need support. The Form Tutor and Head of House also support students with behaviour and attendance targets. Learning Mentors are also available to support students if extra help is needed with behavioural or emotional difficulties.

The Inclusion area is fully staffed at break and lunchtime and students are provided with support to develop their social skills at these times.

The school has a full-time Health Advisor who supports students with medical and emotional issues. More comprehensive information about the Health Advisor is available in the policy for Supporting Students with Medical Conditions. Students also have access to the Counsellor who runs an appointment and a drop-in system.

Bullying is taken very seriously at Lord Grey Academy. There is a regular programme of anti-bullying activities which runs through tutor time.

**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 SEND and supporting their families.**

Lord Grey Academy has excellent liaison with external agencies. The academy's Safeguarding Team meets weekly to discuss support for students and families. The Pastoral and Safeguarding teams liaise with families, Children and Family Practice, Children's Social Care, as well as other agencies to ensure that students and families are receiving the support they need.

**Arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

If there are any complaints relating to the provision for students with SEND or EAL these will be dealt with in the first instance by the Director of Inclusive Learning, then, if unresolved, by the Principal. The Academy Interim Board member with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue might be referred to Chair of the Academy Interim Board – Sarah Conway.

**Who can a parent/carer contact for further information at Lord Grey Academy?**

If parents/carers are concerned about their child's progress then they can contact the Form Tutor, Head of House or the SENDCO. If a parent/carer is considering sending their child to Lord Grey Academy and if the child has SEND then they should contact the SENDCO in the first instance to discuss how the school can meet their child's needs.

**SENDCO** Sally Cass 01908 626128

Parents can find the Local Authority's Local Offer here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>