



Grace Academy

'A great place to work, to learn and to achieve'.

SEND Local Offer 2018-2019

At Grace Academy, we strive to provide the best possible support for pupils with Special Educational Needs, disabilities and other additional or medical needs. The SEND team are highly trained in a range of special educational needs and disabilities. We pride ourselves on developing strong relationships with parents and carers, and hope that you will find this information helpful.



Meet Our Team

Miss S Chance: SENCO

Miss T Lunn: Assistant SENCo

Mrs S Bhachu: HLTA

Ms J Nock: HLTA

Mr P Godridge: Learning Support Assistant

Mrs I Roelake: EAL Co-ordinator

How do we classify pupils with special educational and additional needs?

Additional Needs

Pupils with English as an additional language, pupils with a medical concern or pupils with minor additional learning needs feature as 'Additional Needs' on the academy data management system (Go4Schools).

This enables us to 'keep a close eye' on pupils at risk of not making expected progress. In addition, it allows us to start liaising with teaching colleagues about how to make the best provision possible in their classroom for these pupils, and to facilitate Quality First Teaching across the curriculum.

It also enables teaching staff to easily see who might need additional support or differentiated teaching in their learning environment.

School Support

Pupils who may benefit from more targeted teacher intervention are placed at 'School Support'. The needs of these pupils are detailed on a bespoke 'crib sheet': this information is for teaching staff to view and act upon when planning lessons. The teacher may offer enrichment classes, or the pupil may access some internal support interventions such as reading; small group interventions or additional in class support.

If your child is at School Support, you can expect to be invited to meet the SEND Team at Parents' Evening to review your child's progress, and you can contact the team at any point if you have any concerns.



SEND Support

At SEND Support, pupils feature on the Academy's SEND list. This means that they need some external or additional support, on top of the quality teaching that they receive, in order to make expected progress.

If we feel that a child would benefit from SEN Support, we will invite you and your child to complete an ISP (Individual Support Plan) with us. This document is then shared with teaching staff through Go4Schools. It details how teaching staff may adapt their teaching methods to meet your child's needs, and informs staff of additional support your child is in receipt of.

We will liaise with external agencies as detailed in the Information Report on our website, in order to facilitate the best quality intervention to help your child progress. This is detailed through regular analysis of your child's progress both socially and academically.

If your child is at SEN Support you can expect to meet the SEND Team at Parents' Evening in order to review support, and you can contact the team at any point if you have any concerns.

If SEN Support is not providing adequate support to help your child to progress, in partnership with you, we may decide to apply for an Education Health Care Plan in order to access further funding and support for your child.

Statements / EHCPs

Pupils who currently receive 15 hours of support through a Statement may transfer to an Education Health Care Plan if they have not done so already.

This is reviewed annually in a meeting between parents/carers, the child, the Authority and the SEND Team.



Nurture

Transition

- * A bespoke programme designed to support year 6 children during the transition to secondary school.
- * Incorporates a variety of workshops and visits, held both at Grace Academy and at your child's school.
- * Opportunities are provided to share information between key staff in order to pre-plan for your child's transition.

XLR8

- * Additional supervised provision during the school day. An opportunity to promote socialisation across academy year groups in a nurturing environment.
- * Before school: Ensuring that students start the day prepared and ready to learn.
- * Break time: An opportunity to socialise across academy year groups.
- * Lunch time: An opportunity to socialise and engage in a variety of activities.

Mentoring and anger management

- * The experienced key stage team provide mentoring for pupils who may be experiencing difficulties with an emotional, family or social situation.
- * 'Base 25' deliver bespoke onsite 1-1 or small group anger management courses.

SALT

- * Speech and Language Therapy (communication groups)
- * An additional support group designed to promote and enhance language skills. The groups are divided into two main areas of need:
Semantics—The meaning and understanding of language
Pragmatics—The use of language in social situations
- * All programmes used have been provided and approved by Walsall Speech and Language services.
- * The SEND team also deliver bespoke Speech and Language support as directed by the Speech and Language service.

Social Skills

- * An additional support group designed to promote and enhance good social skills and co-operation amongst adults and peers.
- * A variety of activities and discussion opportunities are implemented to help young people explore the importance of social skills in everyday life.

Enrichment

Homework Club

- * After school enrichment that provides students with the support and materials they may require to complete essential homework tasks/activities.
- * Support staff are on hand to advise and support students from 3.00—4.00 each evening in XLR8 (3.00-3.30 Friday).

Our SEND-specific after-school clubs include...

- * **Motiv8**—a provision to support students with dyslexia
- * **Calcul8**—a provision to support students with dyscalculia
- * **Activ8**—a social skills intervention linked with sports
- * **Medit8**— a new intervention to support students' mental health
- * **Decor8**— Arts and Crafts to develop social skills and motor skills
- * **Cre8**—a Lego Therapy group to support motor skills, social skills, literacy and numeracy.
- * **Communic8**—A speech and language intervention
- * **Investig8**—Homework club

Literacy

Nessy

- * All Year 7 and 8 pupils follow this reading programme designed to promote a love of reading and develop reading age.
- * Pupils are selected for reading support and intervention based on results of the STAR tests. This may take the form of small group work or 1-1 reading.

Literacy intervention

- * The academy is equipped to provide specialist literacy development through programmes such as 'PIXL Code', 'Toe by Toe', and 'Nessy,' which are delivered in 1-1 or small group sessions.

Exams

Exam dispensation

- * Students with additional learning needs may require support during tests and examinations. An application can be made to exam boards at the start of year 10, in consultation with parents /carers and students, to access this support.
- * In some cases a specialised assessment is necessary, and these are conducted by our Educational Psychologist.
- * The exam board will make the decision as to whether dispensation is appropriate. Their decision is usually based upon tests and recommendations made by a specialist assessor in school.
- * Support available may include extra time; help with reading and writing; the permitted use of a laptop (with certain functions disabled) and modified papers for students with a visual impairment or dyslexia.

Dyslexia

Dyslexia

- * The SEND team are trained to run screening for pupils who may have dyslexia. On the basis of this they can make recommendations to teachers and parents regarding support for the child.
- * Additional resources are provided in every classroom, such as coloured overlays and exercise books, post its and highlighters to support dyslexic pupils on a day to day basis.
- * Members of the SEND team have undertaken training in order to understand dyslexia, and to support dyslexic pupils as they progress through the curriculum.

Dyscalculia

Dyscalculia

- * The SEND team are trained to run screening for pupils who may have dyscalculia. On the basis of this they can make recommendations to teachers and parents regarding support for the child.
- * Additional resources are provided for students with dyscalculia in order to support them in accessing the curriculum fully.

Curriculum

1-1 Support

- * This may sometimes be necessary to support learning taking place in the classroom.
- * 1-1 support provides an opportunity to 'overlearn', 'pre-teach' or to develop basic skills. 1-1 support can also be provided to help older students organise and develop coursework.

Adapted Curriculum

- * PIXL Code is designed to support some students in KS3, who may require extra support; it bridges the gap to KS4 with direct links to the new GCSE specification.
- * Designed to accelerate progress through years 7 and 8, for pupils not yet working at national standard.
- * Incorporates phonics and literacy programmes as well as targeted social and memory skills groups.
- * This group also access 'Nessy', a literacy programme, on a daily basis.

Small group teaching

- * HLTAs may, at times, extract small groups from classes in order to provide more intensive, specialist teaching of the subject.

Specialist resources

The SEND department offer a range of specialist equipment to support pupils' access to the curriculum for example:

- Refocus aids / chew bangles
- Spellcheckers
- Neo smarts
- Specialist pens and pencils
- Specialist dictionaries (ACE dyslexia dictionaries)
- Writing slopes
- Stress aids

EAL

English as an additional language

- * The Academy employs an EAL Co-ordinator, Mrs I Roelake, who plans interventions and support to maximise the progress of pupils who have English as an Additional Language. She works closely with the SEND team to ensure that pupils' needs are addressed and supported.

Review Cycle

- SEN review meetings are scheduled for students with an EHCP or on the list at SEN K.
- Assessment data is analysed at every data point for all students (At least 3 times per year).
- Reviews of support are undertaken after each data analysis point in close liaison with the Head of Year/ Head of Key Stage.
- Interventions are negotiated through regular reviews and collaboration with teachers.

What other information is available?

- Visit the Academy's website to read the full SEND information report.
- E mail the SENCO - **sophiechance@darlston.graceacademy.org.uk**

