

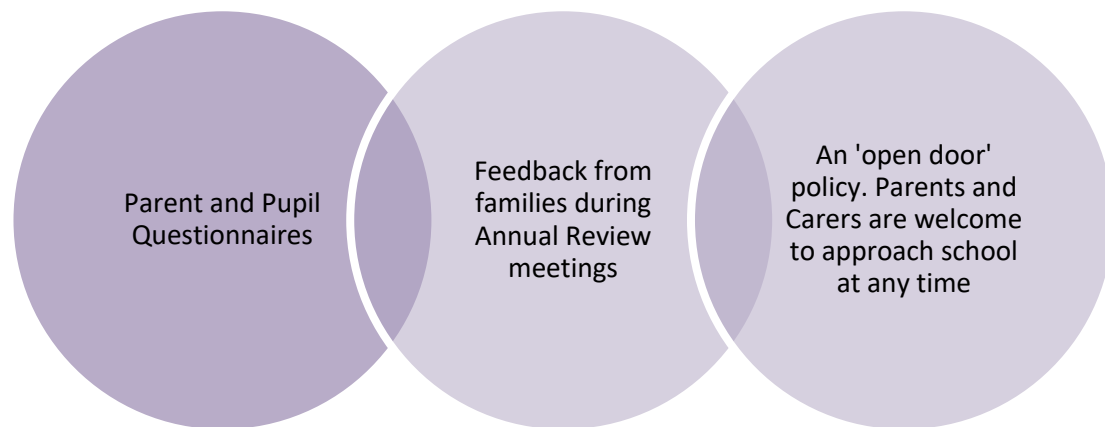
SEN Information Report

Grasmere Academy is a fully inclusive school, which ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

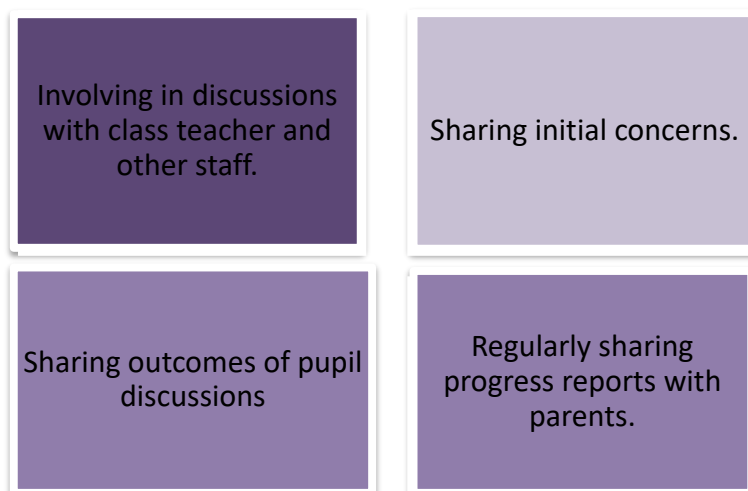
Parent and pupil views are important to us; these are collected in the following ways:

Supporting Pupils with Special Educational Needs/Disabilities and their

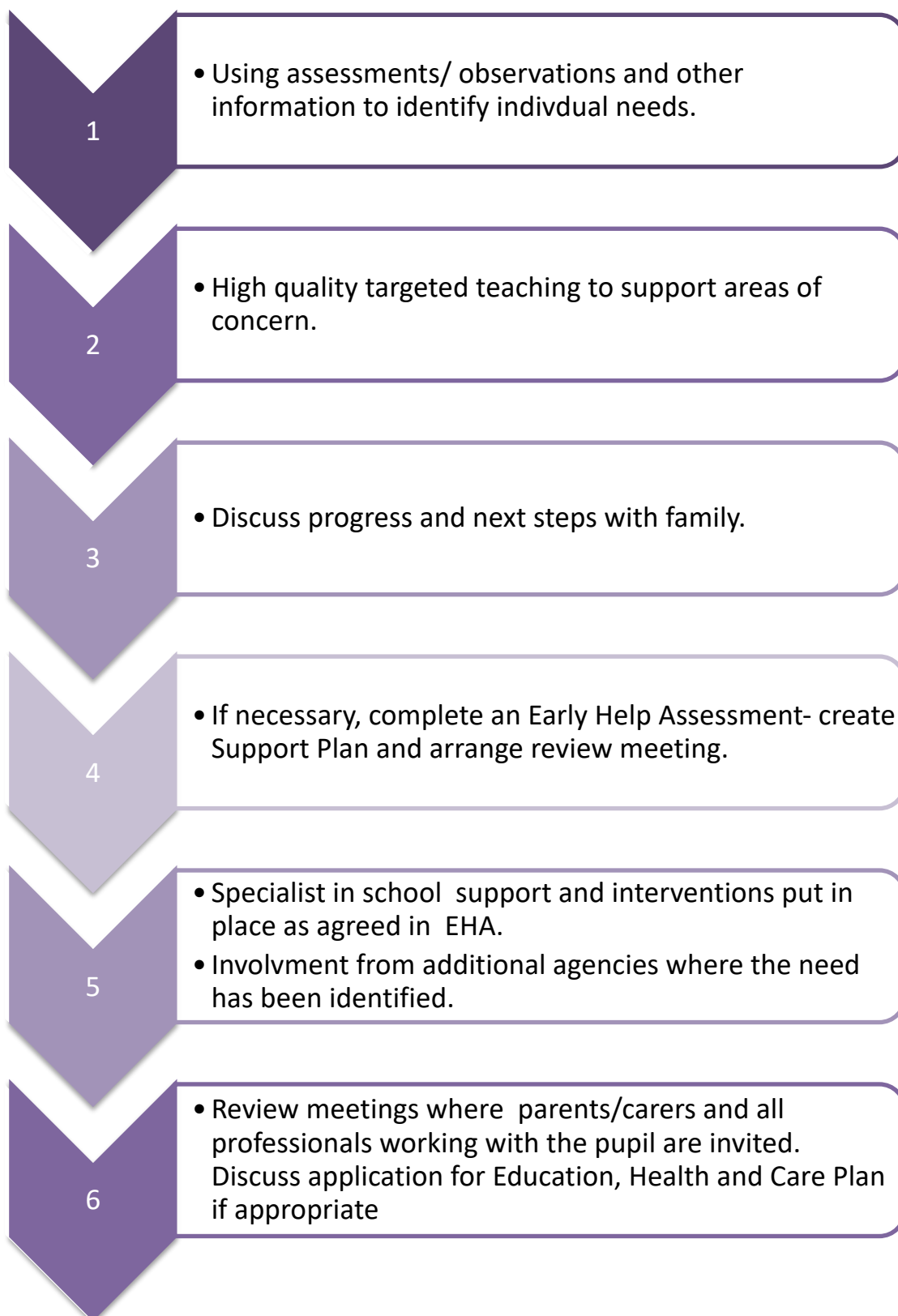


Families

We will let families know about any concerns about a pupil's learning by:



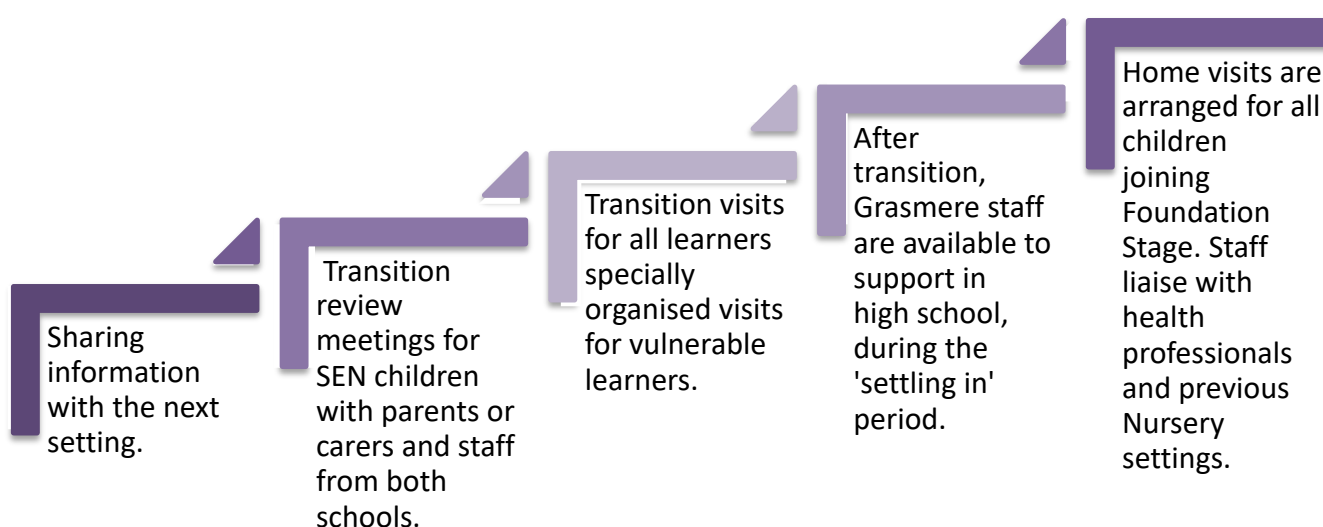
Identifying a child as having Special Educational Needs is not a simple process and we promise to involve parents and carers during this. When a pupil is identified as having special educational needs, we support their development and progress by:



At Grasmere Academy, we believe a collaborative approach is vital in order to achieve the best outcomes. External Agencies providing services to children with a special educational need /disability in school include:



We work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:



Staff Arrangements

Support staff are placed where they are needed throughout school to ensure effective pupil progress and independence.

Staff Training

We believe that every teacher is a teacher of every child and each teacher at Grasmere Academy is committed to providing an adaptable, inclusive learning environment.

All staff have completed, and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of good practice and promote a pro-active approach to own development needs.

Our fully trained Inclusion Lead (Miss Judson) provides advice and guidance to staff and is available to consult with parents and carers wherever appropriate.

Further Information

Behaviour and Anti-bullying Policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Disability Policy, Disability Provision Policy and Accessibility Plan are also available on our website. (www.grasmereacademy.org.uk)

Our self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at **Grasmere Academy** then please contact our Inclusion Lead;

Miss Lisa Judson (0191 200 8343).

School entitlement offer to pupils with special educational needs or disabilities

Communication and Interaction Needs:	Support Available within school
<p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables. • Areas of low distraction. • Support / supervision at unstructured times of the day. • Friendship programme to support skills. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from external agencies to meet the needs of pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources.

Cognition and Learning Needs:	Support Available within school
<p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to. • Access to teaching and learning for pupils with special educational needs is monitored through our self-evaluation process. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources. • Moderate Learning Difficulties ARP within school.



Social, Mental and Emotional health

Support Available within school

e.g.

- **Behavioural needs**
- **Social need**
- **Mental health needs**
- **Emotional Health and Wellbeing**

- Our ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- We provide effective pastoral care for all pupils.
- Support and advice is sought from external agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.
- Outdoor learning is used to offer a different approach to the curriculum.
- There is a nurture group to support pupils.
- Information and support is available within school for behavioural, emotional and social needs.

Sensory and Physical Needs

Support Available within school

e.g.

- **Hearing/Visual Impairment**
- **Multi-sensory impairment**
- **Physical and Medical Needs**

- Support and advice is sought from external agencies to support pupils, where appropriate.
- ICT is used to increase access to the curriculum.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff training to ensure understanding of the impact of a sensory need upon teaching and learning.
- Staff fully understand and apply the medicine administration policy.
- The Inclusion Manager completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- Entrances to the school allow wheelchair access plus disabled toilets/ facilities.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and/or the Inclusion Lead.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact SENDIASS (Special Educational Needs and Disability Information and Support Service) for impartial information, advice and support in relation to their child's special educational need and / or disability on Tel: 0191 6438313 or 0191 6438317.



The Local Offer sets out the support and services that are available for children and young people aged 0-25 years, with special educational needs.

Information on North Tyneside's Local Offer can be accessed at:

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618