

Headteacher: Miss Alison Mander

Southfield Grange Campus
Haycliffe Lane
Bradford BD5 9ET

SEND School Information Report

Co-op Academy Grange

Name of school	Co-op Academy Grange
Type of setting	Mainstream Secondary Academy & School-Led Resource Provision (12 students)
SEND provision made:	Grange currently caters for all SEND except those medical needs where hoists and other specialist equipment is required, or where intimate care is required. Grange has current provision for: <ul style="list-style-type: none">● Cognition and Learning (MLD, SpLD etc)● Social, Emotional and Mental Health (ADHD, Anxieties, etc)● Speech, Language and Communication (ASC, Stammers, etc)● Physical (Wheelchair users, VI, HI, etc)
Name of SENDCo	Joshua I Hawkhead
Name of Head Teacher	Alison Mander
Address	Haycliffe Lane, Bradford, BD5 9ET
Phone number	01274 779662 (Ext 172 for SENDCo)
Website	http://grange.coopacademies.co.uk/
SEND information page	https://grange.coopacademies.co.uk/parents/send/
Bradford Local Offer	https://localoffer.bradford.gov.uk/Services/Education/default.aspx

Date of this report:	1 November 2022
Latest Review Date:	1 November 2023
Person responsible for reviewing:	SENDCo
Person responsible for Quality Assurance:	Headteacher

Academy Mission Statement

Ready, Respectful, Safe

Key Staff

Alison Mander – Headteacher (Inclusion line manager)

Joshua Hawkhead – SENDCo (Leader of Inclusion – Manager of all inclusion staff)

Sonja Macpherson – Deputy SENDCo (In charge of progress for Mainstream SEND students)

Raheem Ishaq – Lead Teacher RP (In charge of progress for students in the Resourced Provision)

Samantha Thompson – Lead Teacher (In charge of progress for students in FLEDGE)

Deborah Fletcher – Manager (In charge of LSAs and the pastoral care of Mainstream SEND students)

Debbie Phillipson – Administration Assistant for the Inclusion department

Suzie Hellens – Lead LSA for Year 7

Rachel Hanson-Hirst – Lead LSA for Year 8

Sharron Mullaney – Lead LSA for Year 9

Amanda Leigh – Lead LSA for Years 10 and 11

0. Key Terms

- **SEND** – Special Educational Needs and Disabilities
- **SENDCo** – SEND Coordinator
- **EAL** – English as an Additional Language
- **NTE** – New to English
- **EHCP** – Education Health and Care Plan
- **LSA** - Learning Support Assistant
- **RP** – Resourced Provision (Previously known as the DSP)
- **FLEDGE** – Our flexible learning and alternative provision for students who require a more personalised approach to behaviour.
- **Bradford Matrix of Need** – Bradford LA have categorised children with SEND by affixing labels according to their level of need.
- There are differing levels of SEND (listed in decreasing need):
 - **EHCP**– The student has an Educational Health and Care Plan. This is a legal framework containing required provisions that school must put in place.
 - **K (SEND Support +)** – These students have SEN(s) and require intervention in addition to high quality teaching to ensure that progress is made. These students also need reasonable adjustments to be made in all lessons and around school.

- o **AN (Additional Needs requiring SEND Support)** – These students have SEN(s) but don't necessarily need withdrawal intervention in addition to high quality teaching. These students need reasonable adjustments to be made in all lessons and around school.
- o **N (No known SEND need)** – This is most students who require high quality teaching.

1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- Every student in the academy is formally assessed 3 times per year by their teachers. This report is sent home and grades are shared with students.
- Every term, the SEND team analyse the data to ensure that students are making progress in line with their peers. This information is shared in a meeting with achievement leaders. If students are not making progress, appropriate intervention will be considered to boost progress.
- Parents can ring or email the school and the achievement or pastoral leaders will inform them of their progress.
- There is a parents' evening for each year group every school year.

2. How accessible is the school building?

- The school building is completely accessible for wheelchairs.
- Where possible, we endeavour to provide translators for parents whose first language is not English. If you think you may require a translator, please contact the academy.
- For students with auditory and visual impairments, staff differentiate work so that it is accessible. We work closely with the Visual Impairment and Hearing Impairment teams at the local authority.

3. How does the academy know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs and/or disabilities?

- We have a comprehensive transition program and speak with primary schools about every student in Year 6 in order to gather as much information as possible. Most students requiring extra help will be identified at this stage.
- The SENDCo speaks with heads of year termly to further identify areas of weakness.
- The SEND team have strong relationships with outside agencies, who help the academy to further identify SEND and provide intervention programs.
- Assessments take place termly for all students across the school. Information from which is used to identify students who aren't making progress and require support. However, slow progress does not necessarily mean that a student has SEND.

- Staff can refer students to the inclusion team if there are potentially any missed SEND.
- The inclusion team employ an educational psychologist who is directed to assess and develop assessments for children.
- The SENDCo (Joshua Hawkhead, Ext 172) or SEND Lead Teacher (Sonja MacPherson Ext 174), are the first points of contact for any parents who are worried or have queries. The RP Lead Teacher (Raheem Ishaq, Ext 174) are the points of contact for parents of children who have places in the Resourced Provision.

4. How will academy staff support my child/young person?

- All teachers at the academy are teachers of students with SEND and will support students in their classes by personalising their lessons in response to a student's needs.
- The SEND team, led by the SENDCo, oversees the education programme on a day-to-day basis for students with SEND.
- The Headteacher quality-assures, and line manages the SEND team.
- The Local Governing Body is ultimately responsible for holding the academy accountable for the provision for students with SEND.
- Each student is assigned a tutor who is the main point of contact for any concerns or advice about a student's education.

5. How will the curriculum be matched to my child's/young person's needs?

- At Grange, teachers differentiate work to the level of the students in their class.
- In the core subjects, students are placed in ability sets in order to maximise progress for all. The sets are regularly reviewed by department leads.
- Although all students will receive *high quality teaching*, other interventions may be necessary.
- In Year 10 and Year 11, students' curriculum pathways are personalised and reviewed annually to accommodate needs.
- Learning Support Assistants are deployed on a personalised, flexible basis to ensure a student has the necessary support to achieve whilst experiencing the freedom to become an independent and resilient learner.

6. What support will there be for my child's overall wellbeing?

- Pastoral support will primarily be given by the student's tutor or pastoral leader.
- Students at Grange are part of the rewards system, starting with them getting online credits in lessons and, if successful, resulting in termly and annual rewards.
- If students need more guidance with behaviour, pastoral leaders may place them on a report, checking in with the student regularly to review behaviour and reward progress.
- For students who need enhanced pastoral support, the academy employs a social worker (Rebecca Fyfe) and two counsellors who work 1:1 with students as well as in groups.

The academy also uses EMERGE staff, who work with students struggling with different difficulties.

- For medical assistance, the school healthcare assistant (Ruby Suleiman) should be contacted.
- PSCE (Personal, Social, Citizenship, Health and Economic Education) is delivered weekly, which addresses topics not usually taught in traditional subjects.

7. What specialist services and expertise are available at or accessed by the academy?

- The academy employs the following specialists:
 - Educational Psychologists (1 day weekly) – Derek McLennan
 - Social Worker – Rebecca Fyfe
 - Two Counsellors
- The academy also works with the following professionals when necessary
 - Speech and Language team
 - Child and Adolescent Mental Health Service (CAMHS)
 - Visual-Impaired and Hearing-Impaired team.
 - Bradford SEND team
- This list is not exhaustive, and the academy is committed to working with all professionals.

8. How will my child/young person be included in activities outside the classroom, including trips?

- The academy will always strive to ensure that your child can play a full part in activities outside the classroom. If assistance is required, then the academy will, to the best of its ability, give such assistance.
- For families in hardship, the hardship fund may be applied for. For further information please contact reception.
- For students who require extra assistance, the inclusion hub is open from 8am until 3:30pm and students can get help with work, or emotional support. This is run by Deborah Fletcher.

9. How will the school prepare and support my child/young person to join the academy, transfer to a new academy or the next stage of education?

- For all students who will be joining the academy, the transition team will speak to their current school and/or teachers and gather information about them, including any additional needs. If appropriate, a transition plan may be put in place.
- For students who have existing SEND, further transition events may be set up to ease the student into Grange.

- Any parents of students with SEND are welcome to contact the SENDCo to discuss their child.
- **For students with an EHCP**, the SENDCo or a Lead Teacher will try and attend the last annual review – primary schools should be reminded to invite them.
- For Year 6 students, all parents are invited in to an intake evening where they can meet key staff.

10. How are the school's resources allocated and matched to children's/young person's SEND?

- If a student has an EHCP, the academy will ensure the student has access to the provision described in that document. This will be reviewed termly in partnership with parents and the student.
- If the SENDCo wishes for students to move onto the SEND register or move support levels, parents will be sent a letter home inviting them to contribute to any plans written.

11. How are parents involved in the academy? How can I be involved?

- Parents are invited to attend their child's annual parents' evening, where they can discuss a student with class teachers.
- If parents have any questions or queries, they are invited to call the academy and request a conversation or meeting with a certain member of staff.

12. Who can I contact for further information?

- The first point of contact for any student is their tutor. They can be contacted by calling the academy on the number at the beginning of this document.
- If you are considering whether your child should join the academy, please contact the Assistant Head Teacher in charge of transition – Anne Dubikas.
- If your child has SEND, please contact the SENDCo, Joshua Hawkhead on the academy's number, extension 172 or 174.
- If you have a complaint, please follow the academy's complaints procedure, found at the following link and clicking on complaints procedure:
<http://grange.coopacademies.co.uk/>