



## SEND Information Report

2024/2025

**E-ACT**

OPENING MINDS,  
OPENING DOORS

#thinkbig

#teamspirit

#dotherightthing

## Introduction

If you would like this report as an audio recording, you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link: [West northants Local Offer](#)

You can find the most up to date SEND Code of Practice via: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Our SEND policy can be found on the academy website: <https://www.thegrange.northants.sch.uk/>

E-ACT The Grange Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs, and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

## The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

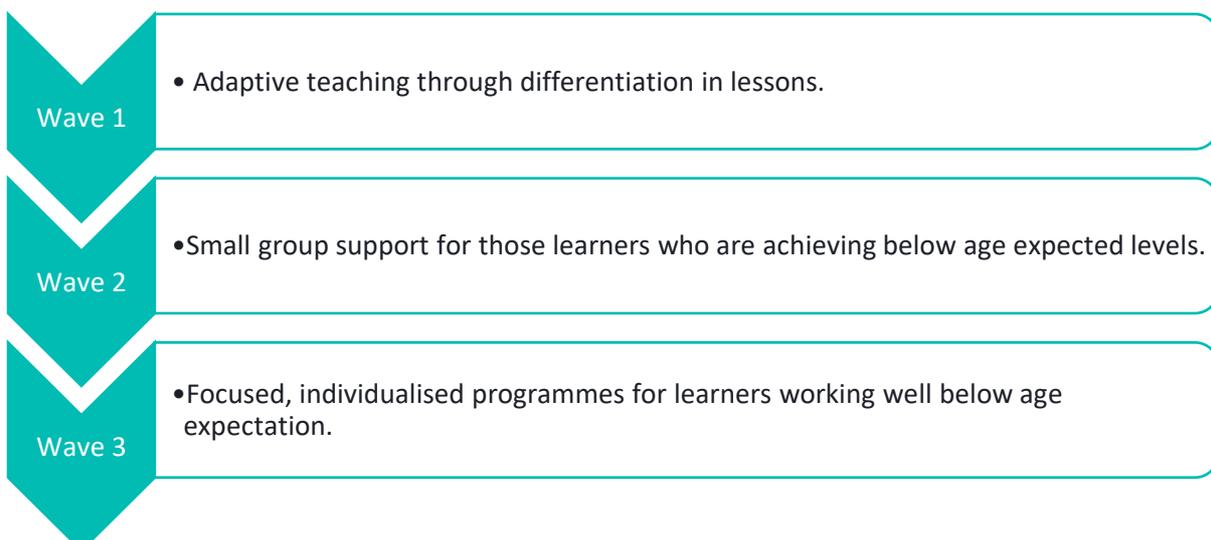
Area of Special Educational Need	Relating to difficulties with:
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<p>Communication &amp; Interaction</p>	<p><b>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</b></p> <p><b>Attention / Interaction skills:</b></p> <ul style="list-style-type: none"> <li>• May have difficulties ignoring distractions.</li> <li>• Need reminders to keep attention.</li> <li>• May need regular prompts to stay on task.</li> <li>• May need individualised motivation in order to complete tasks.</li> <li>• Difficulty attending the whole class.</li> <li>• Interaction will not always be appropriate.</li> <li>• May have peer relationship difficulties.</li> <li>• May not be able to initiate or maintain a conversation.</li> </ul> <p><b>Understanding / Receptive Language:</b></p> <ul style="list-style-type: none"> <li>• May need visual support to understand or process spoken language.</li> <li>• May need augmented communication systems</li> <li>• May have frequent misunderstandings.</li> <li>• Repetition of language and some basic language needs to be used to aid their understanding.</li> </ul> <p><b>Speech / Expressive Language:</b></p> <ul style="list-style-type: none"> <li>• May use simplified language and limited vocabulary.</li> <li>• Ideas / conversations may be difficult to follow, with the need to request frequent clarification.</li> <li>• Some immaturities in the speech sound system.</li> <li>• Grammar / phonological awareness is still poor and therefore their literacy can be affected.</li> </ul>
<p>Cognition &amp; Learning</p>	<p><b>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of numbers</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul>

<p>Social, Mental and Emotional health</p>	<p><b>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</b></p> <p><b>These difficulties may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties (ODD/EBD/PDA)</li> <li>• Attention difficulties (ADHD/ADD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> <li>• Emotional based school avoidance (EBSA)</li> </ul>
<p>Sensory and / or Physical</p>	<p><b>These learners may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.</li> </ul>

## Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



## Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Mrs Laura Phillips</p> <p>Contact details:</p> <p>Phone: 01327 705785</p> <p>Email: <a href="mailto:laura.phillips@gra.e-act.org.uk">laura.phillips@gra.e-act.org.uk</a></p> <p>As SENDCo, my responsibilities within school are quite varied, they include ensuring that all pupils with SEND make progress, both academically and emotionally through the implementation of initiatives, interventions and adjustments. I also support our parents with external agencies and other professionals involved in their child's education.</p> <p>I lead a team of learning support assistants and senior specialist support staff to provide effective support for our SEND learners. This includes mentoring and training; we are always increasing our knowledge to better understand and support our learners.</p> <p>I am also Designated Teacher for Looked after children within our school, I promote the educational achievement of all of our looked after children and work in partnership with Virtual schools.</p>
<p>How accessible is the academy site?</p>	<p>Our school site was once 2 separate schools, which have now been combined to make one primary school. The key stage 2 part of the school has two floors which can be accessed via stairs.</p> <p>There are handrails on all stairs and all external steps are painted yellow to help support children with a visual impairment.</p> <p>E-ACT The Grange Accessibility Plan can be found using the link below - <a href="https://www.thegrange.northants.sch.uk/web/inclusion_and_send_support/315353">https://www.thegrange.northants.sch.uk/web/inclusion_and_send_support/315353</a></p>
<p>How will academy staff support my child?</p>	<p>All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly.</p> <p>Within the academy, there are a variety of staff roles to support your child.</p> <p>As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy headteachers, SENDCo's and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.</p> <p>Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.</p> <p>There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you</p>

	<p>directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).</p> <p><b>Wave 1 interventions:</b>            Adaptive teaching (within the classroom)            Scaffolded tasks            Guidance to staff on how best to support within the classroom. Each child has an Individual Support Plan (ISP) which has clear targets for support, a pupil passport which contains key information regarding the children and a One Page profile.</p> <p><b>Wave 2 interventions:</b>            Little Wandle – Rapid Catch Up            Core skills            Social groups            Zones of regulation</p> <p><b>Wave 3 interventions:</b>            Emotional coaching, tray tasks, 1:1 mentoring and coaching during core subjects, Zones of regulation, self esteem support.</p> <p>External support – Sensory impairment team, Speech and language therapist, Occupational therapist, Physiotherapist.</p>
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p>

**Table A: An overview of the current statutory primary assessment system**

Year group	Statutory assessment
Reception	<b>Early years foundation stage profile (EYFSP):</b> The profile summarises and describes pupil attainment at the end of the early years foundation stage. EYFSP data is published at national and local authority level. Individual pupil data is used to understand individual education and development needs and to support transition to year 1.
Year 1	<b>Phonics screening check:</b> A light-touch, statutory screening check administered by teachers. The check assesses a pupil's phonics decoding ability to identify pupils needing additional support. School-level data is not published, while national and local authority level results are. Pupils who do not meet the required standard are required to re-sit in year 2.
Year 2	<b>End of key stage 1 national curriculum assessments:</b> Teacher assessment judgements are currently made using interim teacher assessment frameworks and reported in mathematics, English reading (informed by internally-marked national curriculum tests), science and English writing. These teacher assessments are externally moderated by local authorities, who sample 25% of schools each year. These assessments form the baseline for measuring progress made between key stage 1 and key stage 2. The proportions of pupils achieving the expected standard in English reading, English writing, mathematics and science are published at national and local authority level, but not at school level.  There is currently an optional test in English grammar, punctuation and spelling at the end of key stage 1.
Year 6	<b>End of key stage 2 national curriculum assessments:</b> Pupils sit externally-marked tests in mathematics, English reading, and English grammar, punctuation and spelling. Teacher assessment judgements are made in English reading, English writing, mathematics and science. The proportions of pupils achieving the expected standard in all of reading and mathematics (based on test data) and writing (based on teacher assessment judgements) are published at national, local authority and school level and are used to calculate the progress that pupils make between key stage 1 and key stage 2. Progress and attainment measures form part of both the floor standard and a new definition of coasting schools, which is used as the starting point for a conversation about whether a school might require additional support.  National curriculum test data in English grammar, punctuation and spelling, and teacher assessment judgements in English reading, mathematics and science are published at national and local authority level.  <b>Science sampling tests</b> are conducted biennially, with the most recent tests in June 2016. The next tests will be administered in June 2018. A sample of approximately 9,500 pupils is randomly selected to sit science tests, based on 5 pupils from 1,900 schools. Results are reported as national data only and individual results are not returned to schools or pupils. This assessment provides an understanding of national performance in science.

Some pupils with specific needs may need additional arrangements so they can take part in the optional KS1 tests.

Types of support include:

- additional time to complete the tests
- adaptations of test papers
- compensatory marks for spelling
- the use of scribes, word processors or other technical or electronic aids
- making a transcript
- written or oral translations
- readers
- the use of prompts and rest breaks
- accessibility objects in the mathematics test
- highlighter pens
- administering the tests at an alternative location

	<p>Some pupils with specific needs may need additional arrangements so they can take part in KS2 tests.</p> <p>Types of support include:</p> <ul style="list-style-type: none"> <li>• early opening of test packs, to adapt test papers</li> <li>• additional time to complete the tests</li> <li>• the use of scribes, word processors or other technical or electronic aids</li> <li>• making transcripts</li> <li>• written or oral translations</li> <li>• readers</li> <li>• the use of prompts and rest breaks</li> <li>• the use of accessibility objects in the mathematics test</li> <li>• highlighter pens</li> <li>• arrangements for pupils who are ill or are injured at the time of the tests</li> </ul>
<p>How are academy resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Targeted Funding.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Primary academies: Parents evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENDCo throughout the year.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their plan and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with staff within school and often have the opportunity to share their voice within school :</p> <p>Class teacher</p> <p>EYFS lead (Louise Harris)</p>

	<p>ELSA (Nicole Piper)</p> <p>Behaviour lead (Claire Hancock)</p> <p>Wellbeing Lead (Janice Hennessy)</p> <p>SENDCo (Laura Phillips)</p> <p>Learners are encouraged to:</p> <p>Attend extra-curricular clubs</p> <p>Take an active role within group activities</p> <p>Take part in pupil voice activities</p> <p>Attend review meetings</p> <p>Contribute to target setting and reviewing</p>
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<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p> <p>The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>We also offer the following Wellbeing Interventions:</p> <p><b>ELSA – Anxiety support, social skills development, emotional skills.</b></p> <p>Access to the schools RSHE programme, Bereavement counselling, Time to talk, Drawing and Talking, Meet &amp; Greet and 'Please can I talk to you cards.'</p> <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this – Mrs Cox runs the family room provision for children who can be overwhelmed by the intensity of the dinner hall.</p>
<p>What specialist services and expertise are available or accessible by the academy?</p>	<p>We have access to the following specialist services and expertise:</p> <ul style="list-style-type: none"> <li>• Early Help team - Northamptonshire Children's Trust</li> <li>• Child and Adolescent Mental Health Service - CAMHS</li> <li>• Educational Psychology</li> <li>• Information Advice Support Service - IASS</li> <li>• WNC Sensory Impairment team</li> <li>• Local NHS services</li> <li>• Targeted Prevention Team</li> <li>• Educational Inclusion Partnership Team (EIPT)</li> <li>• Early Years SEN support service (Inc Portage team)</li> </ul>

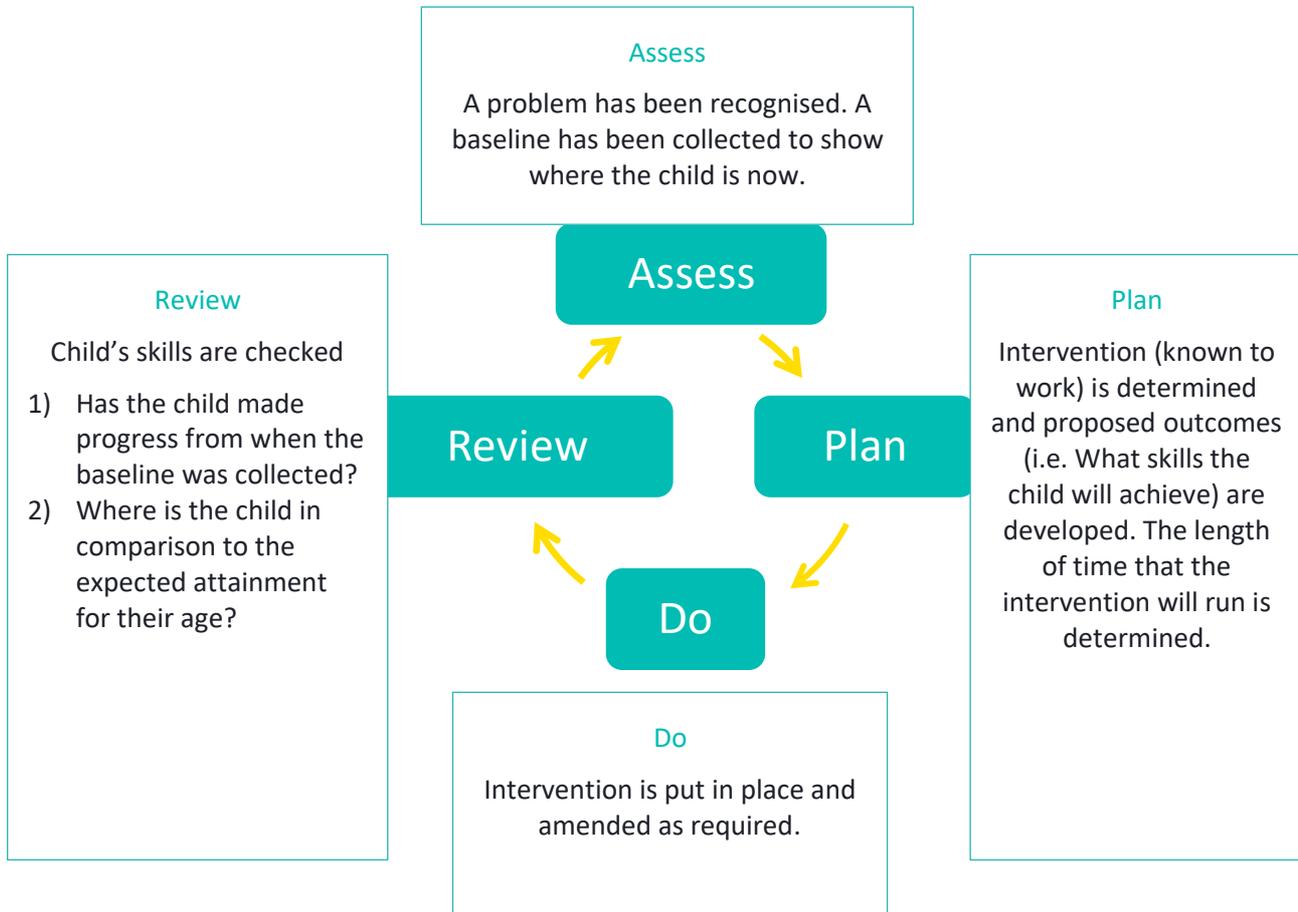
	<ul style="list-style-type: none"> <li>Multi-Agency Safeguarding Hub</li> </ul> <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p> <p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p>

<p>and from the academy?</p>	<p>If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at E-ACT The Grange:</p> <p><b>For academic concerns:</b>          Elaine Wagg – Deputy Headteacher          elaine.wagg@gra.e-act.org.uk</p> <p><b>For pastoral concerns:</b>          Janice Hennessy – Wellbeing Lead          janice.hennessy@gra.e-act.org.uk          Laura Phillips - SENDCO          laura.phillips@gra.e-act.org.uk</p> <p>If your concern is in relation to your child’s Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher, who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child’s special educational need/s, please contact the SENDCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website:  <a href="https://www.thegrange.northants.sch.uk/web/academy_policies/685290">https://www.thegrange.northants.sch.uk/web/academy_policies/685290</a></p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>• Helping them to be organised for their day (including bringing the right equipment and books)</li> <li>• Full attendance and good punctuality</li> <li>• Supporting with reading at home</li> <li>• Completion of homework</li> <li>• Attending parent’s meetings</li> <li>• Attending any meetings specifically arranged for your child</li> <li>• Ensure that any interventions to complete at home are encouraged and supported</li> </ul>

<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a Behaviour Support Plan (BSP) is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of the class teacher, alongside the Behaviour lead and reviewed as agreed at the first meeting.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner’s attendance falls below 95% (academy target), contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT's Behaviour and Attendance team.</p>
<p>How is the Trust’s Governance involved and what are their responsibilities?</p>	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENDCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT . The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENDCo and/or the headteacher then the E-ACT SEND team can be contacted at the request of parents.</p>

## Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



## Glossary of SEND Acronyms & Abbreviations

<b>ADD</b>	Attention deficit disorder	<b>LAC</b>	Looked after child
<b>ADHD</b>	Attention deficit hyperactivity disorder	<b>LO</b>	Local offer
<b>ASD</b>	Autistic spectrum disorder	<b>MLD</b>	Moderate learning difficulty
<b>CAMHS</b>	Child and adolescent mental health service	<b>ODD</b>	Oppositional defiant disorder

<b>CIN</b>	Child in need	<b>OT</b>	Occupational therapist
<b>CoP</b>	Code of practice	<b>PDA</b>	Pathological demand avoidance
<b>CP</b>	Child protection	<b>PEP</b>	Personal education plan (for looked after child)
<b>CYP</b>	Children and young people	<b>PEEP</b>	Personal emergency evacuation plan
<b>EAL</b>	English as additional language	<b>PMLD</b>	Profound and multiple learning difficulties
<b>EHCP</b>	Education health care plan	<b>PP</b>	Pupil premium
<b>EP</b>	Educational psychologist	<b>SALT</b>	Speech and language therapy
<b>EYFS</b>	Early years foundation stage	<b>SDQ</b>	Strengths and difficulties questionnaire
<b>FAS</b>	Foetal alcohol syndrome	<b>SEND</b>	Special educational needs and disabilities
<b>FASD</b>	Foetal alcohol spectrum disorders	<b>SENDCo</b>	Special educational needs and disabilities coordinator
<b>GLD</b>	Global learning delay	<b>SLCN</b>	Speech language and communication need
<b>HI</b>	Hearing impairment	<b>SLD</b>	Severe learning difficulty
<b>HLTA</b>	Higher level teaching assistant	<b>SpLD</b>	Specific learning difficulty
<b>IEP</b>	Individual learning plan	<b>SPDs</b>	Sensory processing disorders
<b>IRP</b>	Independent review panel	<b>TA</b>	Teaching assistant
<b>ISP</b>	Individual support plan	<b>VI</b>	Visual impairment