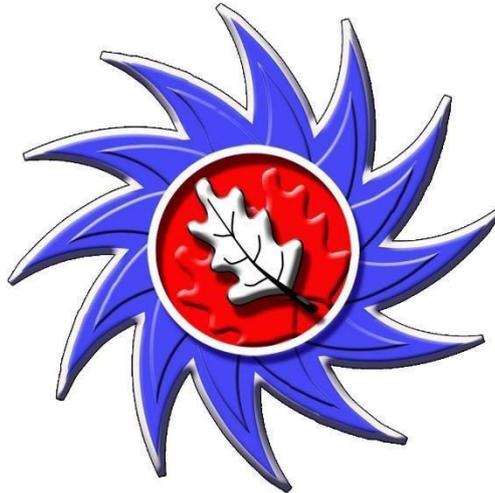


ACKLAM GRANGE SCHOOL



SEN Information Report

	Term	Year
Last Review Date/Policy Adopted	Spring	2025-2026
Next Review Date	Spring	2026-2027
Lead	Mrs Gowland/Miss Pearson	

This school is an academy within The Legacy Learning Trust.



ACKLAM GRANGE SCHOOL

SEN INFORMATION REPORT

School Mission Statement

Preparing our students for life in modern Britain.

Acklam Grange is a comprehensive and inclusive school with a focus on learning for all the family. A big school with a big heart our priority is our students' achievements, empowering every child to exceed expectations and be the best that they can be.

Every child benefits from an individual learning experience in a family focussed learning community that recognises their specific needs through curriculum choice and tailored support.

Roles of Responsibility

- **Senior Leadership Responsible for SEND: Mrs Lucy Gowland (Deputy Headteacher)**
(Gowland.L@acklamgrange.org.uk)
- **Lead Special Educational Needs Coordinator (SENCO): Mrs Natasha Pearson**
(Pearson.N@acklamgrange.org.uk)
- **Special Educational Needs Coordinator (SENCO): Mr Chris Dixon**
(Dixon.C@acklamgrange.org.uk)
- **Student Welfare and SEND Assistant with responsibility for Children who are Looked After: Mrs Jane Pickering**
(pickering.j2@acklamgrange.org.uk)

Wider Team

Teaching Assistants

We have a team of Higher-Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) who are trained to support students with additional needs. HLTAs and TAs are based within faculties to provide subject specific support.

Teachers

All teachers are teachers of SEN and receive training through the AGSInspire programme to support all student's needs.

Pastoral Team

The SEN Team work alongside all Pastoral teams to ensure that students continue to receive the correct support.

Definition of Special Educational Needs (SEN)

- Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for him or her.
- Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders him

or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (SEN Code of Practice 2015)

- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Supporting Students

The four areas of need identified in the Special Educational Needs and Disability Code of Practice: 0 -25 years are:

1. Communication and Interaction

Includes pupils with Autistic Spectrum Condition (ASC) and those with Speech, Language and Communication Needs (SLCN)

2. Cognition and Learning

Includes pupils with Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

3. Social, Emotional and Mental Health

Includes any pupils that have an emotional, social or mental health need that is impacting on their ability to learn.

4. Sensory/Physical

Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The kinds of SEN that are provided for:

At Acklam Grange School we have experience of supporting children and young people with a range of needs including:

Communication and Interaction

- Speech and Language (SCLN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Needs

- Mental Health Difficulties
- Social and Emotional Needs

Sensory and/or Physical Needs

- Hearing Loss
- Visual Impairment
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Sensory Processing Needs
- Gross and Fine Motor skills

High Quality Teaching

- Acklam Grange strives to provide high quality teaching to all of our students. This is our first step to supporting our student's needs.
- All students have access to a broad and balanced curriculum.
- Teachers prepare Schemes of Learning and Progress and lessons which support the learning and progress of all students.
- Individual faculties are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners.
- Staff have access to regular training opportunities to improve their knowledge and skills.
- All staff with input to Special Educational Needs have individually tailored training through the AGSInspire programme.
- Acklam Grange have staff who are trained to work with students across mainstream setting and also have dedicated support staff to work with students who have been diagnosed with ASC (Autistic Spectrum Condition).

The Curriculum

- Students are allocated to one of four learning pathways following a varying route and permitting each student to access a broad and balanced curriculum with significant personalisation.
- In Years 10/11, Acklam Grange also offers a Specialist Alternative Education curriculum to re-engage students.

Identification of Needs

- All staff are responsible for assessing, monitoring and tracking the progress of students on a regular basis.
- Academic Reports are collected at various points throughout the year:
 - Years 7/8/9 3 times per year
 - Year 10 4 times per year
 - Year 11 4 times per year
- Teachers will make regular assessments of progress for all pupils and raise any concerns with the SENCO (in liaison with parents/carers).
- SENCO will investigate this further through in class observations, feedback from staff and advise on support and strategies to support learning. Referral to external professionals will be sought if necessary and in agreement with parents/carers.
- Where intervention is required, Acklam Grange School follows the graduated approach and the four part cycle of assess, plan, do, review. Parents and students will be involved in this process.

Parent Involvement in Identification of Needs

- Parents/Carers of students with SEN will have regular meetings with school staff to discuss their child's progress and any concerns that they have.
- Attendance of Educational Health Care Plan Annual Reviews.
- Parents will be informed by the relevant member of staff (classroom teacher/Faculty Leader/Year Leader/SENCO) with any concerns regarding progress.
- Parents will be informed if the SENCO advises any support from external services.
- The SENCO will be available at Parents Evenings to discuss any parental/carer concerns.

- Parents/Carers can request a meeting with school staff, including the SENCO, if they have a concern at any point.

Student involvement in decisions made about their education

- The level of involvement will depend on the student, and we will decide this on a case-by-case basis with the parent/carer input. We may seek the student's views by asking them to:
 - Attend meetings to discuss their progress and outcomes
 - Prepare a written statement
 - Discuss their views with a member of staff who can act as their representative during the meeting.
- All SEN students will be spoken to about plans to be put in place to support their learning.
- Students are involved with setting and reviewing targets during Annual Reviews.
- Targeted students will receive a Mentor or Key worker to support them with any concerns

Students requiring additional provision

- Where a student is diagnosed with a special educational need, provision will be put in place to help them make progress.
- The amount and type of provision provided is decided in line with the student's needs.
- This provision could be short term or long term.
- Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.
- Students will be assessed at the start and end of an intervention to allow staff to track the impact of the intervention.
- Where required, Teaching Assistants (TA) will provide in classroom support for students.
- Students identified as having a special educational need will be placed onto the school Special Educational Needs Register.
- For every student who is in the care of the Local Authority, a Personalised Education Plan will be devised. This Plan will establish clear targets and actions to respond effectively to each student's needs and provide a continuous record of their achievement.
- Students with an Education Health Care Plan, their parents/carers will be invited to the Annual Review.

Provision provided in school

Acklam Grange has a number of different Special Educational Needs and Disability provisions and interventions which are financed through the SEND budget and through other allocations, such as Pupil Premium.

The school has the following intervention/provision run through ARC (Achievement, Re-Integration and Care) Services:

- Literacy interventions
- Reading Intervention
- Lexonik
- Literacy Writing Scheme
- 1:1 Literacy and Numeracy programmes (Toe by Toe and Power of Two)
- Bespoke EAL program
- Personalised Learning Centre – Supporting anxious students, medical students and students to reintegrate into mainstream lessons

- ADVANCE – supporting KS4 students with GCSE subjects
- Specialist Teaching Service offers small group work-based support.
- Thrive (supporting social and emotional needs)
- Thrive Behavioural Profile workshops
- Year 7 have access to Zones of Regulation
- Sensory Diet programme
- Spelling workshops
- Homework Club run in the Learning Resource Centre (LRC)
- Vulnerable student lunchtime clubs
- Resolution – offering an alternative curriculum for students with social, emotional and behaviour issues in Keystage 4
- School counselling support
- Emotional Literacy Support Assistant (ELSA) support
- Art Therapy
- School dog
- LGBT+ support.

Specialist Services accessed by the school

Acklam Grange has access to the following specialist services:

- Educational Psychologist
- Speech and Language Therapists
- Specialist Teaching Service
- Sensory Teaching Advisory and Resources Service (STARS)
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse and Health Visitors
- Choice and Consequences Sessions
- Sexual Health drop in Service
- Stronger Family Service
- Youth Offending Service
- Early Help
- Social Care
- HALO Project
- Barnardo's SECOS
- My Sisters Place
- ACT
- Virtual School
- Hart Gables
- Early Intervention Police
- Period Poverty
- Bridgeway
- BROOK

Additionally Resourced Provision (ARP)

- Acklam Grange has an additionally resourced provision for autism. All students within the provision must have an Education Health Care Plan and a diagnosis of autism as their primary need.
- All students within the provision attend mainstream classes for their learning.
- The admissions process is separate from the mainstream school process. Please contact Mrs Pearson and Mr Dixon for further information.

Accessibility

Acklam Grange is an inclusive school and actively seeks to promote the inclusion of all students with SEN and disabilities.

- Lifts in every block allowing wheelchair users to access classrooms on the first floor.
- Disabled toilet facilities in every block.
- Ramps fitted across the school.
- Students with a hearing loss have access to Roger Pens.
- Communication with parents whose first language is not English is supported by advice from the Local Authorities English as an Additional Language team.
- Adaptations and provisions are made for SEN students to enable them to participate in all school trips and other out of class activities.

Wellbeing

- Students are placed into year group forms. The form tutor will play an integral part of the students' life at Acklam Grange.
- Each year group has a Year Leader, Assistant Year Leader and a Pastoral Support Assistant who are responsible of overall wellbeing of the students.
- Once a fortnight, students have PRIDE lessons which look at Personal, Social and Health Education. These lessons are delivered to forms by their form tutor.
- Wellbeing sessions are also delivered through the Let's Get Going programme during tutor time.
- Students are encouraged to participate in the Student Leadership Team to help further develop the wellbeing programme we offer in school.
- Identified students are provided with a Mentor or Key Worker for additional pastoral support.
- Acklam Grange has a First Aider available throughout the whole school day. Any student requiring ongoing medication throughout the day will have a Health Care Plan provided in liaison with parents/carers, students and medical service.
- Led through ARC Services, students are trained as Communication Leaders. Their role is to act as mentor for students where English is not their first language.
- ARC Services – a caring environment to support students during social times
- ARC services has links with many outside agencies and students are referred if needed.
- The Attendance Team and Education Welfare Officers monitor attendance and addresses with parents/carers any issues relating to attendance.

Extra-Curricular activities

- All of our extra-curricular activities and school visits are available to all our students.
- All pupils are encouraged to go on our school trips.

- All pupils are encouraged to take part in Sports Day and all performances offered by the Creative and Performance Department.

Transition

Year 6

- Information will be gathered from Year 6 Open Evening from parents. Further meetings will be arranged between parents and SENCO or other appropriate members of staff.
- Data collection from primary schools will be held between Year 6 teacher/SENCO and Acklam Grange.
- SENCO will attend additional transfer meetings with primary schools to discuss SEN students if required.
- Attendance of Review meetings for students with an Educational Health Care Plan/Statements.
- Additional Needs Parents Evening for Year 6 pupils will be held in June/July.
- Data/Information is also shared through CPOMS (an interactive school based log/record).

Year 9

- During the Annual Review for Education Health Care Plans/Statements, the CEIAG and Transition Coordinator in school will be present to discuss Year 10/11 options and Post 16 options.
- Parents and students are invited to a Careers Evening, to discuss the options process. There will also be a Year 9 Parents' Evening allowing parents/carers to discuss the next steps with subject specific staff.
- Students will receive guidance on options from classroom teachers and Year Leaders.

Year 11

- During the Annual Review for Education Health Care Plans/Statement, the CEIAG and Transition Coordinator in school will be present to discuss Post 16 options.
- Acklam Grange has strong links with post 16 provision and will organise additional transition visits where required.
- Meetings, Open Days and events are organised between school and providers for SEN students.
- The CEIAG and Transition Coordinator and SENCO will liaise with parents and students to ensure that the provision available is required.

Mid Term admissions

- Every student joining Acklam Grange School will have a meeting with the Admissions Officer, parents and representative from current school. All SEN information will be shared during this meeting.

The Local Offer

- The Local Authority's local offer is published on the Middlesbrough Borough website is <https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>
- The Local Authority point of contact for all SEN related issues is the SEN Team (01642 2018280) or via email sen@middlesbrough.gov.uk.

Complaints

- If a parent/carer is unhappy about the arrangements made to meet the SEN of their child they should in the first instance discuss the matter with the SENCO and the senior leader with responsibility for SEND.
- In the event of no resolution to the issue the parent/carer would be advised to speak to the Local Authority who would speak to school in order to resolve any issues.
- If there were to be no resolution to the complaint the parent/carer would be given the school complaint procedures policy.

Evaluation of Impact

The impact of the provision provided has been to improve the access to the curriculum all of students who have SEN. Carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school has ensured that all children with Special Educational Needs have been able to access areas of the curriculum that would not have otherwise been accessible for them.

Our 2024/25 Year 11 cohort with Special Educational Needs performed higher than the national average. Continuing to accelerate achievement across the curriculum for SEN students remains a Key Improvement Priority for 2025/26.