



SEND INFORMATION REPORT

Our Local Offer

Outlining how River Tees Grangetown Academy meets the needs of learners with special educational needs and disabilities (SEND).

The information provided in this report must comply with the following law and guidance:
Children and Families Act 2014, section 69 Children and Families Act (regulation 51), Schedule 1 SEND Code of Practice, 6.79

River Tees Grangetown Academy

We are an inclusive Academy.

We are dedicated to our learners and we strive to ensure that all learners, whatever their educational needs, access a broad and balanced curriculum.

Visits to school prior to consultation are welcomed and encouraged - please contact the academy on 01642 213799 ext 5 to make an appointment.

As an inclusive school, we are committed to meeting the needs of learners with special educational needs and disabilities (SEND). The school fully meets the requirements of the Equality Act 2010 and all reasonable adjustments are taken to ensure that learners with SEND are not placed at a substantial disadvantage compared with non-disabled learners.

Through careful planning and reasonable adjustments, learners with SEND engage in all activities. All learners are encouraged to participate fully in the life of the school and in any wider community activity or educational visit. We work with parents and learners to listen to their views, feelings and wishes to ensure learners with SEND are fully supported and thrive in our learning environment.

The school Accessibility Plan further details and can be found in the SEND section of the website

Where you can find out more SEND information

(Click on the links below)

Local Authority/External Agencies

- [Darlington's Local Offer](#)
- [Redcar & Cleveland's Local Offer](#)
- [Middlesbrough Local Offer](#)
- [SEND Code of Practice](#)
- [SENDIASS \(SEND Information, Advice & Support Service\)](#)
- [Stockton Borough Council's Local Offer](#)

River Tees Academy Grangetown

- [SEND Team](#)
- [Safeguarding Team](#)
- [Graduated Approach](#)
- [Four Areas of Need](#)

Special Educational Needs and Disabilities Team

Every member of staff has a huge interest and responsibility in making sure that every learner with SEND is happy and making progress.

However, if you have a specific SEND question or worry, you could ask to speak to;

- Mrs Chilton – Regional Head Teacher and SENDCo

Keeping our learners safe (Safeguarding)

All staff are committed and responsible to follow the highest standards of safeguarding and child protection.

If you have a specific Safeguarding question or worry, you could ask to speak to one of the Safeguarding team. The staff are listed below:

- Mr Keen
- Ms Roe
- Mrs Chilton

We act quickly to investigate and put a stop to incidents of bullying and we take reports of bullying very seriously.

The school Safeguarding, Child Protection and Anti Bullying policies can be found in the policies section of the website.

Small steps towards success (Graduated Approach)

Assess

- All of our learners receive high quality personalised teaching. If a learner is not making enough progress then this teaching will be targeted to close the learning gap.
- If progress is still a worry then staff will work with the SEND team to identify barriers to learning and provide more support.
- A meeting with parents/carers will be arranged to share concerns and an agreed plan will be made.

Plan

- Staff will discuss and identify the best support.
- The support ideas will be discussed with the learner and parents/carers and written in a Personal Development Plan.
- All staff involved with the learner will be aware of their needs, the support required and any teaching strategies or reasonable adjustments that are required to ensure the learner can succeed.



Review

- Progress is assessed throughout the support/intervention, allowing provision to be changed to suit individual needs.
- Staff will review the additional support/intervention, to decide how effective it has been; if the planned outcomes have been met and how much progress the learner has made.
- The SEND team will provide advice and guidance to staff to identify the next steps required. The outcome of the review will be shared with parents/carers and next steps will be discussed and agreed.

Do

- Any additional support/intervention will be delivered by a member of school staff.
- As required, specialist staff may provide additional support e.g. occupational therapists or Speech and Language therapists.
- The support may be delivered within the classroom as part of timetabled lessons or as an additional session/intervention taught away from the classroom.
- The member of staff delivering the intervention will liaise regularly with the other staff working with the learner to make sure progress is being made.



- Staff are responsible and accountable for the wellbeing, progress and development of all learners.
- We monitor progress and development in all areas – personal development and academic.
- We promote, encourage and support leadership, organisation, resilience, initiative and communication.
- If a learner is identified as not making adequate progress then high quality teaching is targeted on the area of need. The majority of learners can make progress through such teaching. However, despite this teaching, if there are no improvements in progress, then further intervention and/or assessments will be identified.
- Additional assessments can identify barriers to learning, specific areas of need or gaps in learning and development. This can result in additional or different provision which will be shared with the learner, parent(s)/carer(s) and staff.

If a learner is looked after by the Local Authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the Personal Development plan and will involve parents and carers and external agencies.



This section is about the additional support our academy offers learners with SEND within the **Four Areas Of Need**. Click on the links to find out more information about what we do:

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health](#)

[Sensory and/or Physical](#)

[Return to Graduated Response](#)



All of our learners access our curriculum, afterschool activities and educational visits. Below is an outline of how we achieve this:

Curriculum:

- Staff plan and deliver high quality personalised learning experiences.
- Opportunities to work in small groups with at least one additional adult.
- A programme of interventions are delivered by teachers and teaching assistants, these are monitored by the SEND team and Key Stage Leaders.
- Changes to learning materials, lessons and the classroom environment, allow all learners to take part.
- Technology is available to support learning.
- High expectations that **all** learners will achieve.
- Families are actively involved in their child's learning.

Afterschool (Extra curricular) activities:

- A programme of activities are offered during the school day and after school so that as many learners as possible can take part.
- Where people from outside of school deliver clubs, they are made aware of the learners needs, our expectations to include everybody and adapt their teaching styles as needed.

Educational visits:

- Thorough risk assessments are made to make sure safe access for all our learners.
- For learners with significant additional needs, a one-to-one adult keeps that learner company on the educational visit. The learner's parents/carers will be informed of this plan.



Review

- The progress of pupils with SEND is reviewed regularly.
- All staff involved in working with the learner will be involved in progress meetings. During these meetings, staff may decide to seek support from outside agencies. The support service will seek extra information (a detailed conversation and/or learner observation and assessment) and advice will be given. Parents will be informed of any referral and subsequent advice.
- Learners discuss, and are informed of, their progress at appropriate points in the term. They are made aware of what they have achieved and the next steps needed in their learning. This information is shared with parents/carers informally.
- At the end of an intervention, parents will be informed of the outcome of the intervention and the next steps will be discussed .
- Staff will assess the effectiveness of any reasonable adjustments and/or interventions in terms of outcomes.
- The SEND team will monitor Pupil Development Plans and intervention records termly.
- They will complete an annual self-evaluation of SEND provision, using the development points identified to create an action plan.

If parents of learners with SEND are dissatisfied with their child's progress and the matter cannot be resolved with the Key Stage Lead, then they should contact a member of the SEND team or the Headteacher.

The Complaints Policy can be found on our website.

[Return to Graduated Response](#)

Communication and Interaction

To support children with Communication and Interaction needs, we offer:

- Quality first teaching and high aspirations are embedded within all school practice.
- Teachers and teaching assistants who are skilled in identifying and working with learners with these needs.
- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care and flexible thinking.
- Access to visual approaches.
- Personalised teaching.
- Changes to lunch and/or break times where needed.
- Access to technology.
- Carefully managed transitions between classes, year groups, key stages and schools.
- Referral to specialist professionals if needed. required

Cognition and Learning

To support children with Cognition and Learning needs, we offer:

- Quality first teaching and high aspirations are embedded within all school practice.
- Close links with parents
- Teachers and teaching assistants who are skilled in identifying and working with learners with these particular difficulties.
- A curriculum appropriately differentiated to meet the learning needs of the learner.
- Frequent retrieval tasks to help repetition and reinforcement to ensure the learning is retained.
- Regular, individually focused intervention
- Increased access to small group support and flexible groupings.
- Access to practical aids for learning e.g. table squares, time/number lines, pictures, accessible age-related reading material.
- A structured reading programme - Reciprocal Reading/Reading Plus/Lexia/Read, Write Inc
- Increased access to assistive technology such as Ipads to aid the writing process.
- Adaptations to assessments to enable access e.g. readers, scribe, ICT.
- Referral to specialist professionals where necessary.

Social, Emotional and Mental Health

To support learners with Social, Emotional and Mental Health need, we offer:

- Close links with parents/carers
- Quality first teaching and high aspirations are embedded within all our practice.
- Teachers and teaching assistants who are skilled in identifying and working with learners with these particular needs.
- Access to our expertise of staff.
- Involvement of the Attendance Officer who will liaise with family.
- Referrals to other agencies that can support families, such as: Early Help, CAMHS or the local Foodbank.
- Access to our in-school Thrive Practitioners.
- Access to our in-school Specialists in the Trust Team
- Our 'helping hands' supports by providing clothes, bedding and basic equipment for those families facing particular hardship.
- Alternative curriculum opportunities
- Referral to specialist professionals where necessary.

Sensory and/or Physical

To support pupils with Sensory and Physical needs, we offer:

- Teachers and teaching assistants who are skilled in identifying and working with learners with these particular needs.
- Physical aids to support learners to access the learning environment.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists.
- Adapted curriculum to enable full access.
- Support provided for educational visits.
- Access to the immersive room which can provide a therapeutic environment.