The Grange School

2026/27

SEND Report

Twynham Learning
Equality · Humility · Community

Our school's approach to supporting pupils with SEND

At The Grange School, our vision is to unlock potential through world-class educational experiences. Every child, regardless of ability, background, or need, is entitled to make the greatest possible progress in their learning while enjoying a broad and balanced curriculum alongside their peers.

We believe that all teachers are teachers of SEND and that what is good for students with SEND is good for all. By combining high expectations with high levels of support, we ensure that every pupil can succeed. We recognise that every child is special, that all children have needs, and that many may face barriers to learning or behaviour at different points in their school journey. Our role is to respond with care, ambition and the right support so that every pupil can thrive.

Our approach is rooted in inclusive teaching, where adaptive teaching and scaffolding allow all pupils to access the curriculum. We are ambitious for every learner, stretching aspirations, providing challenge, and closing gaps in achievement. We are equally committed to preparing pupils for their next steps and through our Grange School virtues we nurture character, resilience and connection with others so that they leave us ready to flourish both within the school community and beyond.

At The Grange School, our aim is to deliver excellence in teaching and learning, enabling every pupil to grow academically, personally and socially, and to achieve success now and in the future.

Catering for different kinds of SEND

We are a mainstream school that endeavours to employ a graduated response to support learners with a variety of needs:

Broad Area of Need	Examples of specific needs	Code
Communication and Interaction	**SLCN (Speech, Language and Communication Needs)** **ASD (autism spectrum disorder)**	C & I
Cognition and Learning	**MLD (Moderate Learning Difficulties)** **SLD (Severe Learning Difficulties) PMLD (Profound and Multiple Learning Difficulties)** **SpLD (Specific Learning Difficulties)**	C & L
Social Emotional and Mental Health	**Mental Health, Anxiety, Depression** **ADD (Attention Deficit Disorder) ADHD (Attention Deficit Hyperactivity Disorder)**	SEMH
Sensory and/or Physical	**HI (Hearing Impaired)** **VI (Vision Impaired)** **MSI (Multi-Sensory Impairment) PD (Physical disability)**	S & P

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)

Kate Byles	SEND Administrator	BA Art and Illustration and PGCE primary
Kym Jenkinson	Speech language and Communication	Speech and language therapist BSc.
Megan Loder	Social, Emotion and Mental Health	ELSA

The SENCO

Name of SENCO	Email address	Phone number
Emilie Thomas	office@thegrangeschool.com	

Securing and deploying expertise

Staff are deployed based on the needs of the pupils and their areas of expertise. TAs are in core lessons only and put in lessons for their area of strengths to best support pupils.

Teachers:

- Qualified Teacher Status
- Following Teachers Standards
- Ongoing CPD opportunities for staff throughout the year on different areas of need (including ASD, ADHD, cognition and learning) and high-quality teaching including scaffolding and modelling
- Weekly training for pastoral/SEND support.
- Strategies to support individuals and different types of need
- Support from SEND team and external agencies such as outreach, SALTs, OTs and educational psychologists to meet student need
- Specific training for new staff and ECTs on SEND and working effectively with TAs

SEND Team

- The Executive SENDCo and SENDCo has the National SENDCo qualification
- Access arrangement qualifications
- Whole School SEND courses
- Opportunities to observe other staff
- Various training courses completed annually through BOOST Linwood offer

Teaching assistants:

- Induction training
- Learning Walks and Observations
- CPD Training in all areas of SEND
- Weekly meetings to discuss caseloads

Equipment and facilities

- Additional specialist equipment is provided by external agencies and the school
- Radio Aids for hearing impaired children

- Laptops can be used for students who have been advised by the SEND Team
- Specialist seating through Bournemouth Authority and Dorset County Council
- The Learning support faculty will work with appropriate professionals including nurses and occupational therapists to ensure correct equipment is in place
- School is partially wheelchair accessible, and lessons can be moved to accommodate this
- There are 4 large disabled toilets
- There are designated disabled parking spaces
- Accessibility ramps to all areas of the school
- The up-to-date accessibility plan can be found on our SEND website page.

Identifying and assessing pupils with SEND

Information from the primary schools

- Primary school liaison visit
- Students' files
- KS2 scores and other data
- Attending EHCP Transfer review meetings
- Transition program Year 6

Teachers

- Feedback about learning, behaviour and emotional need from subject teachers, pastoral staff and teaching assistants (TAs) as a result of observation and assessment
- Pupil focused meetings
- Assessment data highlighting lack of progress

Testing in school

- Cognitive Ability tests on entry
- Standardised reading and spelling ages tests on entry (further phonics and comprehension testing for those who require further screening)
- Processing testing
- The Wide Range Achievement Test
- SEMH assessments
- In class observation by the SEND Team and regular learning walks

Information from relevant outside agencies such as the Educational Psychologist, BCP Outreach, Child and Adolescent Mental Health Services, Speech and Language Therapist, Occupational Therapist, pupil and parental concerns.

Parents

Parents/Carers participation is encouraged in the following ways to ensure a holistic view of the child:

- Their knowledge and views are utilised as fully as possible in assessing and meeting the needs of their child
- Involvement in both long and short term planning (provision, targets)
- Communication via letter, emails and phone
- Advice and shared resources via the school newsletter.
- Attendance at Parents' Evenings
- Informed via reports
- Attendance at Transition and Annual Reviews
- Consulting with parents
- Pastoral support plans where appropriate

Pupils

- Pupils are consulted on decisions which affect them via meetings
- Interviews about options and transition
- Annual review feedback and attendance
- Careers interviews/support meetings
- Parents evenings

Involving key stakeholders

We involve health, social care, local authority services, and voluntary agencies, including:

- Educational Psychology Service
- CAMHS / Mental Health in Schools Team (MHST)
- Speech and Language Therapy
- Occupational Therapy
- BCP Outreach
- Local Authority SEND Team
- Experts at Hand through BCP
- Yearly meeting with SEND the SEND Governor
- Coffee mornings host by local services

Progressing towards outcomes

Pupils' progress is assessed, planned, monitored and reviewed in the following ways:

- Class teachers and Heads of Departments monitor the progress of pupils with SEND through formative (regular, informal assessments) and summative assessment (end of an instructional unit by comparing it against some standard or benchmark), this is then discussed with a member of the Senior Leadership Team (SLT) to discuss targets to move pupils forward.
- Regular quality assurance checks including learning walks, books looks and pupil voice
- Interventions are assessed regularly by the SEND Team and reported back to a member of SLT to discuss targets to move pupils forward.
- SENDCo sits on leadership to advocate for and discuss progress and concerns
- Students who have an EHC plan, also have their provision and progress reviewed at the Annual Review. There is regular correspondence via meetings, phone and email with external agencies
- TA feedback on pupil progress in department meetings

Transition support

Joining in Year 7:

- Tour of the school
- Attendance at Year 5/6 Annual Review by SEND Team, as required
- Communication with primary staff and outside agencies
- Examples of timetables, maps, planner etc.
- Transition Project
- SEND transition morning
- Extra tours and induction meetings with the SENDCo, and/or other relevant staff
- Whole school induction day

KS3 to KS4

- Careers interviews starting in year 9
- Extra meetings with individuals to discuss options at key points of transition at GCSE, and beyond school
- Help to find appropriate courses, including if a student has an EHCP working with the preparing for adulthood team

Post-16

- Careers meetings
- Support in completing application forms
- Access arrangements for examinations
- Handover meetings with next provision
- Support through PSHE curriculum

Teaching approach

- It is the responsibility of the classroom teacher to meet the needs of all pupils (SEND Code of Practice 2015) through high quality and adaptive teaching. Subject teachers will utilise adaptive teaching strategies to provide appropriate access to the curriculum for every pupil.
- Teachers have access to Pupil information. Classroom strategies are written using professional advice, observations and evidence-based literature for student with identified SEND needs. Using this information all teaching staff will implement these in the classroom. The SEND Team will work with the student and their family as well as other key stakeholders including students' teachers, Teaching Assistants (TAs) and outside agencies to ensure that they are reviewed and amended when appropriate.
- Teachers receive ongoing training and advice during briefings, learning walks, observations, INSET days and department meetings on how to support pupils with a range of needs.
- The school's approach to behaviour has been designed to provide absolute clarity of expectation to support students who are more vulnerable or who have SEND. This includes a consistent use of language for student redirection, consistent process within lessons and reasonable adjustments as advised by the SEND Team.
- Shared TA support will be in core lessons where pupils have it identified in the Section F of their EHCP and support is required.

Adaptations to the curriculum and learning environment

Reasonable adjustments are made based on student need using a graduated approach. Each student is a unique individual and so adaptations to teaching and learning and intervention are considered on a

case-by-case basis. For example, some students may wear ear defenders, use fiddle tools or use a sensory exit card if agreed by the SEND Team.

Students may require further reasonable adjustments:

- Literacy interventions
- Maths interventions
- Speech and language interventions including pre-teaching and social skills
- Some students have personalised timetables so that they can have additional support with their basic skills, support with classwork and study skills
- Anxiety and resilience intervention groups with student services
- Shared TA support will be in core lessons where pupils have it identified in the Section F of their EHCP and support is required.
- 1:1 ELSA support
- Some students at risk of exclusion have further pastoral support. This team supplements the work of Learning Support and identifies ways in which the student will be supported to reduce the risk of exclusion. The SEND Team will work closely with the pastoral team on this
- Outside agencies, such as, CAMHS, Mental Health in Schools Team (MHST) SHINE and Outreach

Inclusivity in activities

- Access to lunchtime, afterschool clubs and extra-curricular visits
- TA support on trips and clubs as required
- Individual risk assessments written as and when necessary

Supporting emotional and social development

- Pastoral Support from the Tutor, Head of Year and Student Support
- Behaviour and inclusion lead
- Whole school focus on mental health including celebrating mental health week, whole school assemblies and activities often hosted by external agencies such as Mental Health in Schools Teams
- Whole school focus on anti-bully and discrimination (Policies and Governance - The Grange)
- ELSA
- Peer Mentoring
- In house group work programme including BOOST, INSPIRE, exam stress buster interventions
- SHINE intervention and colour works
- Dorset
- School based counsellors
- Break time and lunchtime support in Learning Support area
- Referral to outside agencies as appropriate
- Homework Club at lunchtimes

Evaluating effectiveness

- Feedback from children and parents
- Regular monitoring and analysis of reports, data and books
- Feedback from teachers and TAs
- Feedback and guidance from external agencies
- Observations and Learning walks
- Comments from Annual Review
- Use of Provision Map to monitor reviews of provisions

Handling complaints

Should any parent/carer wish to complain about provision for their child's educational needs please contact the school office office@thegrangeschool.com and CC in shona.fenn@thegrangeschool.com

Local Offer

The BCP local offer can be found here:

The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council

Named contacts

Name of individual	Email address	Phone number
Laura Concar – Head of School	office@thegrangeschool.com	01202 486536
Sadie Millar – Executive SENDCo	office@thegrangeschool.com	01202 486536
Emilie Thomas – SENDCo	office@thegrangeschool.com	01202 486536
Rachael Cox – Year 8 to 11 LA case officer	Rachael.cox@bcpcouncil.gov.uk	01202 817601

You can contact: Information, Advice and Support for Children and Young People with SEND and /or Disability and their Parents and Carers Service who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families.

- Telephone: 01202 451970
- SENDiass4BCP - SENDiass4BCP

What policies are considered for SEND students?
- Safeguarding Policy
- Behaviour Policy
- Equality & Diversity Policy –
-Policy for Supporting Pupils with Medical Conditions
- Accessibility Plan

- Intimate Care Policy