

# Greig City Academy



## SEND Information Report January 2024

“Show by a good life that your works are done by gentleness  
born of wisdom.”

James 3:13

This Report was approved by the Full Governing Body on February 7, 2024. It is reviewed annually.

It is published on our website [www.greigcityacademy.co.uk](http://www.greigcityacademy.co.uk) and available in printed copy from the school's reception or by request to Viv Oxley, Exec.PA and HR Manager: [voxley@greigcityacademy.co.uk](mailto:voxley@greigcityacademy.co.uk).

# Greig City Academy

**How we support children and young people with special educational needs and/or disabilities**

**SEND Information Report, January 2024**

Welcome to our SEND Information Report which aims to inform parents and young people about the provision available at Greig City Academy for students with special educational needs. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' policy for students with SEND.

This report will be reviewed and updated annually.

When we talk about "provision", we mean what we provide in order to meet the needs of a child and help them make progress at school that is appropriate to their age.

This report was reviewed in January 2024

Next review: January 2025.

## The Academy's Christian Vision

**"Show by a good life that your works are done by gentleness  
born of wisdom."**

**James 3:13**

We expect all students to fulfil their potential, academically, personally and socially and, to support this, we provide:

- A broad, balanced curriculum for all students
- A range of extra-curricular activities
- Enthusiastic and committed staff
- An inclusive and supportive environment

We will always involve parents in how we support their child in such activities in the context of the Code of Practice.

We value high-quality teaching ("Quality First Teaching") for all learners and monitor the quality of teaching and learning in the school.

We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Equality Act of 2010 so that students can access and benefit fully from the curriculum in its widest sense.

### **The type of school we are**

A Church of England, co-educational, comprehensive school serving students, aged 11 to 19, of all faiths and none. A City Academy with independent status, maintained by the Department for Education, with two sponsors, the London Diocesan Board for Schools and the Greig Trust.

### **Our Ofsted rating**

**Good overall – Personal Development judged ‘outstanding’.**

Our 2019 inspection report includes the following:

‘Pupils value the help they are given by their teachers and are positive about their experiences of school life.’

‘Opportunities for pupils’ personal development at the school are exceptional.’

‘The school has a caring and supportive ethos. As they move through the school, pupils grow in confidence and express themselves clearly.’

To download the full report please go to our website [www.greigcityacademy.co.uk](http://www.greigcityacademy.co.uk).

### **Statutory Framework**

The Academy SEND policy is written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disabilities Code of Practice: 0-25 years September 2014, last updated April 2020.
- Supporting pupils at school with medical conditions: December 2015
- Equality Act 2010: advice for schools DfE last updated 2018.
- Schools SEN information report regulations 2014.
- Keeping Children Safe in Education, DfE 2023 (updated annually)

### **How we know if a student has special educational needs?**

Most, but not all, of our learners with SEND will have had their needs identified at primary school and we need to ensure that we support them as effectively as possible when they move to secondary school. We therefore ensure that transition is done efficiently with information about the child’s needs given to the SENDCo, where possible, prior to them starting Year 7.

In the case of students with an Education, Health and Care Plan, primary schools send information to the SENDCo and Transition Co-ordinator. We meet with students and parents/carers to gather as much information as possible to provide support and reassurance. We meet primary school staff to gather information such as: records of specific difficulties or impairments; test scores and Key Stage 2 results; and expressions of concern registered by students, parents/carers, school staff or external agencies. We endeavour to meet children in their primary school in the summer term to help ensure a smooth transition. Where possible, we invite students with an EHCP into school during that term to help them familiarise themselves with the school. The summer school also supports

transition and enables staff to observe and consider the needs of children who may not have been flagged up as having special needs by their primary school.

Parents/carers and students are encouraged to visit the school and meet staff; meetings can be arranged at any time. All students attend a taster day in the summer term. Where relevant, students who are vulnerable or have SEN needs are invited to make additional visits.

In the autumn term subject teachers carry out summative assessments, which build on the knowledge gained from primary schools to help identify specific support needed and any allowances that must be made when planning and teaching lessons. Where appropriate, the speech and language therapist conducts in-depth standardised tests.

In the case of students admitted mid-year, staff aim to identify those with special educational needs or disabilities on admission. In practice, full information may not be available at this stage, and we learn more about students' needs through regular assessment and monitoring.

All teachers are made aware of students on the SEN register and their needs through staff training, INSET at the beginning of the year and through pupil passports.

#### Needs that arise once a student starts at the Academy

For a variety of reasons, some students may not have had their special educational needs identified prior to joining the school. We find out about these needs through:

- concerns raised by the student, parents, school staff, external agencies
- monitoring the student's progress, including information on attendance, behaviour and test scores
- support from our Speech and Language Assessor, who creates a Student Information Sheet (SIS), which identifies areas of need and contributes to the student's pupil passport, knowledge of provision and accommodation needed

Some students, following intervention, will catch up with their peers. If this is the case and outcomes are achieved, they will be moved from the core section of the SEN register and onto the monitoring section where progress will continue to be closely tracked by the Inclusion team.

#### Changes in needs

Some students' special educational needs will change over time. We find out about these changes by regularly tracking progress and responding to change through the 'Assess, Plan, Do, Review' cycle of provision.

### **The staff who will support your child**

The SEND Code of Practice states that “every teacher is a teacher of SEN”. All our teachers are responsible for supporting students with SEN and/or disabilities in their class through Quality First Teaching and for differentiating work. All staff are responsible for setting suitable learning challenges, setting appropriate targets and responding to students’ diverse learning needs, and working to overcome barriers to learning. We use a range of methods to ensure Quality First Teaching takes place in every classroom. These include regular lesson observations, work scrutiny by Heads of Department and senior leaders, learning walks/enquiries (when senior staff and/or SENDCo follow a student or group of students to see at first hand their learning experiences), subject “health checks” and continuous professional development training for all staff. Staff are given further support in strategies at our teaching and learning café which takes place every Friday.

In addition, there are staff who can provide more specialist support and interventions:

- SENDCo – Dawn Henriques
- HLTA, SEN and Exam Access Arrangements Administrator – Monica Giordani
- Head of the Learning Mentoring Programme – Pat Hanna
- Head of the Learning Support Centre – Charlie Bailey
- Head of Literacy – Linda Jack
- Study Support/Learning Support Assistants – Pierre Hall, Harpreet Saini, Zainab Mohammed (HLTA/SEN)
- The School Counsellor – Paula Spencer
- Three Learning Mentors – Pat Hanna, Murvet Ozkan and Gloria Adeboye
- Speech & Language Therapist – Rebecca Mallet (one day a week), Ming Flannelly
- Mental Health Lead – Yvonne Brown

In addition to these specialists:

- Our Careers Leader Mrs Arhagba works with students, ensuring that they are aware of their options at key points – e.g. choosing KS4/5 subjects and on leaving the Academy.
- Our EAL team - Fiona Zossimova, Emily Onozsko, Sofia Irakleidou, Louise Colledge – provide language support.

### **How do we support students with special educational needs?**

All our SEN students will be in mainstream lessons where teachers use various Quality First Teaching strategies to differentiate for students with SEN. Strategies might include some of the following according to need:

- A variation in the degree of support for an individual learner
- Targeted use of additional adults
- Writing frames
- The use of IT and alternative technology
- Breaking tasks into smaller activities (“chunking”)
- Peer support and buddy systems
- Suitably differentiated resources
- Simplified language

- Extension activities to challenge the more able learner
- Work uploaded to Microsoft Teams allows students to revisit learning
- All our SEND students are encouraged to become independent, curious learners

It may be that students will need extra support in addition to Quality First Teaching. In that case, we ask students about the difficulties they are having and what sort of support they feel will benefit them. We seek parents' views on the best action to take. We also seek the views of staff and, where appropriate, external advisors.

Where necessary, the SENDCo meets staff, families and the student, and in some cases, external advisors, to decide on the support that is most appropriate and to plan the actions. It is important to us that we work closely with parents and carers.

Every student has a profile page on the school's software programme. The programme is used to record attendance, exam and assessment levels, SEN and medical details. This means that staff can see a student's special educational needs and the details of the support they are receiving.

All students on the SEND register will have a "Pupil Passport", revised annually and updated when necessary, which will outline the student's needs and give strategies to support that student. The passport will also contain the student's SEND plan, much like an IEP. This will give staff the necessary knowledge of the student to adapt their teaching accordingly.

Subject teachers and learning support staff meet regularly to discuss the needs of students, the best way to address their needs and to review progress being made in lessons.

Examples of school support we may put in place include:

- speech, language and communication support, including sessions with a speech and language therapist
- Autism group with our Speech and Language Therapist.
- Wave 3 Maths intervention during tutor time
- handwriting intervention
- homework club run by learning support assistants after school
- one-to-one or small group support in the Literacy Centre
- one-to-one mentoring for students with emotional barriers to learning
- one-to-one counselling
- Years 10 and 11 study support
- social skills
- dyslexia support (toe by toe, Lexia, self-help strategies)
- Emotional Literacy (Zones of Regulation, social think sheets)
- mental health support, mindfulness and emotional well-being sessions
- Learning Support Centre

In some cases, external support and advice will be sought from specialists. External agencies we work with include:

- NHS Speech and language therapy
- Haringey SEN Team
- Occupational therapy
- The Autism Support Team
- Educational/Child psychology
- Education Welfare
- Hearing-impaired Service
- Visually-impaired Service
- Police/Community Support
- Social Services – including an attached social worker (Haringey Social Workers in Schools programme)
- Part-time counsellor from Hope in Tottenham
- CAMHS and DEAF CAMHS
- Crisis – bereavement counselling
- Markfield Centre – SEN advice for families
- Trailblazers
- The NHS – school nurse, paediatric teams

There is a collaborative and co-productive approach to multi-agency involvement, which is used to ensure that students' needs are met and that parents are involved and informed.

#### **How do we check that a young person is making progress and that the support is effective?**

We assess students' progress regularly and we compare how we are doing with other schools and national data.

Parents/carers, students and staff are involved in reviewing the impact and outcomes of SEND provision on a regular basis. We follow the "Assess, Plan, Do, Review" model of SEN Support from the 2014 Code of Practice.

Please note that we are happy to meet parents and carers on request and to arrange additional meeting times as needed.

If a learner has an EHCP, regular review conversations take place and the Plan is formally reviewed at least annually.

#### **How you can let us know you have a question or concern**

We do not wait for a concern to arise. Rather we seek your views regularly. However, if you do have a concern or question or want to talk to us about your child for any reason these are the ways to contact us:

**Telephone:** 020 8609 0100

**Email:** You can email any staff member by using the staff member's initial and surname and school address. For example to contact the SENDCo, you would use:

[dhenriques@greigcityacademy.co.uk](mailto:dhenriques@greigcityacademy.co.uk).

**In person:** To be sure you meet the best person to deal with your concern, it is best to call and make an appointment.

**You are welcome to contact any member of staff but here are some of the key staff you may want to talk to:**

Your child's form tutor  
Your child's Head of Year  
SENDCo – Dawn Henriques

In the very unlikely event that you feel a query/concern has not been addressed, there is an Academy complaints form, which can be completed and forwarded to the Principal.

**We will share information about the Academy with you by:**

Text – if you have given us permission to text you  
Letters sent home by post, by email or with your child  
Your child's student planner  
Newsletters  
Our website: [www.greigcityacademy.co.uk](http://www.greigcityacademy.co.uk)  
Our Twitter feed: [https://twitter.com/Greig\\_City](https://twitter.com/Greig_City)

### **How do we decide what resources we can give to a student with special educational needs so that they make good progress?**

Part of the academy's budget is used to support students with special educational needs and/or disabilities. The budget is allocated according to need and, for students with an Education, Health and Care Plan, is based on recommendations made in the Plan.

The SENDCo consults with staff, parents and carers and students to decide which support programme will be best. Parents are invited to contribute to planning meetings, telephone discussions and email conversations. In exceptional cases, where we feel that we are not able to meet a student's needs from our own funds, we apply to the local authority for additional support. Parents may do this too and we are happy to discuss this in more detail.

The SENDCo, parents/carers and external advisors review the support programme regularly and at the Annual Review for students with an EHC Plan. If a student's needs have changed, the level and type of resources may change.

### **Support we offer for young people's mental health and general wellbeing**

We have staff whose role is to support young people's health and general well-being. Our designated Mental Health Lead is Yvonne Brown. Four learning mentors work with young people on any issues that are preventing them from learning.

Young people need to be happy and behave appropriately in order to learn well. However, some students who experience difficult times in their lives may need extra support. Our school counsellor and a part-time counsellor from Hope in Tottenham work with individuals

or small groups of students to help them cope with a variety of issues, for example, bereavement or low self-esteem.

Our staff are trained to support young people who need social skills support, anger management or support in settling into secondary school. Our educational welfare officer supports students who have problems with attendance and punctuality.

### **Examination Access Arrangements (EAAs)**

EAAs are the main way in which awarding bodies comply with the duty under the Equality Act 2010 to make “reasonable adjustments”. The adjustments that can be made for an exam candidate might include extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks. This list is not exhaustive but does cover the most commonly used exam access arrangements.

EAAs can only be granted if they are a candidate’s “normal way of working” and the candidate has a history of need. The school must demonstrate need through a comprehensive body of evidence and any arrangements made must reflect the support that the candidate has had in the past few years.

To make an assessment as to the type of EAAs a student needs we consider:

- Officially approved adjustments made in a primary school or previous secondary school.
- Formal diagnosis and professional recommendations for adjustments.
- Their normal way of working and the support usually given in class.
- Feedback from teachers – teachers must substantiate a student’s need and confirm it is their normal way of working.
- Evidence from mock exams that the arrangement is used and its effectiveness.

All staff are involved in identifying, implementing, monitoring and assessing how a student is accessing the curriculum and making progress. Throughout KS3, students are monitored and adjustments to Quality First Teaching within lessons made according to need. Where there is evidence of need, a candidate is then formally accessed by a qualified assessor.

Access arrangements applications are made towards the start of the examination series/course in Year 10. An assessor’s report must show that the candidate has a significant and long-term impairment. For example, a candidate who is eligible for extra time would need to have 2 standardised scores below average (85) relating to processing speeds for writing, reading/reading comprehension or cognitive processing demonstrating they work much more slowly than others.

**Please note - the need for access arrangements is considered on a subject-by-subject basis. Candidates may not require the same access arrangements in each subject, i.e., extra time may be awarded for extended writing subjects only.**

### **How do we include young people with special educational needs in activities and school trips?**

All students are able to take part in extra-curricular activities.

Year 7s have a three-day/two-night residential trip to an outdoor education centre in Essex in their first term. Each year, there are outdoor education trips for all year groups, usually to Dorset and Hampshire. Years 10-13 students take part in the Duke of Edinburgh scheme.

Curriculum trips include visits to the theatre, art galleries, museums, science fairs etc.

We have numerous clubs before school, at lunch times and after school: performing arts, chess, art and design, computing, robotics, gardening, film clubs, and a very wide range of sports.

Trips and activities are open to all pupils unless:

- the activity is for a specific group of students – e.g., a theatre trip to see a play being studied by a specific group of pupils
- a risk assessment suggests that the student is at risk from the activity, and appropriate and reasonable interventions cannot be put in place sufficiently to make the activity safe
- a student's behaviour or attendance is deemed to make the activity/trip inappropriate for him/her

Parent/carers of children with special educational needs and/or disabilities may have concerns, but we find that having early conversations about activities helps to overcome worries and practicalities and we encourage parent/carers to contact us to ensure that the activity is an enjoyable success for the young person. In some cases, before a trip, meetings are held with groups of parents/carers to explain activities and to answer any questions you may have.

We conduct risk assessments for all our activities outside school and we make sure that additional support is made available if needed for students with special educational needs. This could mean we allocate extra staff or adapt equipment that will be used.

### **Staff training**

We have INSET days throughout the year to ensure that all staff can improve their practice.

Some training is led by departments, teachers or senior staff and in other cases training is for a particular area for example, Assessment for Learning and Behaviour for Learning. This academic year we have run training on the pupil passport.

The SENDCo supports teachers to help them differentiate their teaching and use a variety of strategies. Teachers are also told of any changes to students' needs that may require them to adapt their teaching methods on a regular basis.

Training is given to staff working with children with medical needs.

### **Our school environment**

We value the diversity of our students and staff and aim to ensure equitable treatment for students, parents/carers, employees and others involved in the school community. Our ambitions for our students who have a potentially limiting physical, sensory, intellectual, or psychological variation are just as high as for all other students. We expect all students to take part and achieve in every aspect of school life and recognise that to achieve this, we may need to offer greater assistance to some young people:

- Classroom and playground areas are accessible to students.
- We have toilets suitable for people with mobility difficulties.
- We have lift access across the school site.
- Ramps are installed to make indoor and outdoor areas wheelchair accessible.
- Advice and resources are sought from support services e.g. Action for Blind People, Occupational Therapy, support services for deaf people.

### **How parents are involved in school life**

We believe in working with parents and carers as partners and we hope that our parents will share that belief.

We are keen to listen to your views and welcome you to attend our coffee mornings where you will have the opportunity to learn about our provision, ask questions, give us your feedback, and talk about developing home-school links.

When we write to parents/carers, we always try to write in plain English. We can also offer translation and interpretation services and will be pleased to discuss any concerns that you may have.

Please also visit our school website: [www.greigcityacademy.co.uk](http://www.greigcityacademy.co.uk) where you will find lots of useful information including, school policies, term dates, latest notices, events etc.

### **Pandemic addendum**

In relation to pandemic regulations and advice, all children with special educational needs/disabilities are expected to be in school except:

- when government guidance requires that they stay at home during national or regional lockdowns or similar;
- when self-isolating because regulations in force at the time require them to do so;
- when, in addition to special educational needs, they have a severe medical condition that requires specialist hospital care (e.g., cancer care) and have been advised by a medical practitioner to continue shielding.

Children who do have to stay at home, will be provided with appropriate resources to enable them to access remote learning materials and maintain contact with their teachers. The SEND team will support and monitor their learning.

### **Local Authorities' Local Offer**

Each local authority explains what it provides for children with special educational needs and/or disabilities and how it can support you and your child in their 'Local Offer'. You can find out what your local authority offers by searching their website:

[Haringey Council Local Offer](#)

[Enfield Council Local Offer](#)

[Hackney Council Local Offer](#)

<https://www.islington.gov.uk/children-and-families/send-local-offer>

If you have any difficulty understanding the information provided by your local authority, please contact our SENDCo, Dawn Henriques: [dhenriques@greigcityacademy.co.uk](mailto:dhenriques@greigcityacademy.co.uk) or on 020 8609 0180.