

## **Grange Lane Infant Academy**

### **Brief description of the school**

Welcome from the Principal.

On behalf of the staff and pupils at Grange Lane Infant Academy, welcome and thank you for taking the time to look at our website.

We hope it will give you an insight into our academy and be the beginning of a partnership between home and the school, which we value greatly and will strive to maintain. We will work in partnership with parents and the community to provide high quality learning experiences and a quality environment. Moreover, we continually strive to raise standards and to provide an effective, inspiring and personalised education for all our children.

Our academy is a happy, thriving infants' school and nursery for children aged 3 to 7 years. We currently have 194 children on roll with 6 classes and a morning and afternoon nursery. We have a well-equipped building and a large outdoor space for children to become independent, active learners.

Our vision is to create a happy, welcoming, secure and stimulating learning community where everyone is valued and respected. To work together to inspire and challenge all children so they become confident, motivated lifelong learners who have opportunity to achieve their individual potential.

Our school is a place where children feel safe and happy; where differences and cultures are celebrated and where positive attitudes are promoted so children are well prepared to take their place in an ever-changing technological, multi-cultural society as caring, responsible individuals.

The staff at our school are professional, talented and committed to provide the children with high quality learning opportunities. Moreover, we offer a wide range of free curriculum enrichment activities as well as enjoyable family learning sessions to enhance children's learning further.

We hope that you find this website useful and informative. Please do not hesitate to contact us if you require further information.

Kind Regards

Mrs Louise Chappell

Principal

### **How we identify if your child may need additional help and/or has special educational needs (SEN)**

Children with additional and/or special educational needs are identified through a range of methods. The academy listens to the concerns and opinions of both parents and staff who feel a child may have a barrier to learning. To identify children who may need our support, we cross reference a range of data driven systems and observations to identify if a child could have a barrier to learning. Academy data is collated using Sheffield Stat. The academy also has a Reading Recovery teacher who uses a standardised score system to identify those with an additional need.

Grange Lane Infant Academy endeavours to work alongside external agencies and providers such as St Wilfrids Alternative Provision Academy, Bentley Primary Learning Centre, Educational Psychology, Speech Therapy and EMTAS to assist in identifying children's barriers to learning. All external agencies work alongside Pheasant Bank Academy and parents and use a range of assessment tools such as

Boxall Profiles, PASS assessments, observations and NASSEA steps to aid in identifying pupils' additional needs.

### How we involve parents and carers in meeting the needs of their child and in whole school developments

#### Our Vision

Grange Lane Infant Academy in partnership with parents, aims to provide, a happy, caring and stimulating environment where all will recognise and achieve their potential and become lifelong learners.

#### The Aims of Grange Lane Infant Academy

- To provide a supportive environment in which all its members are valued, consulted and are encouraged to achieve success.
- To ensure that the curriculum is broad, balanced and matched to the needs of the children whilst ensuring continuity and progression.
- To provide equal opportunities and access to the curriculum for all, regardless of gender, race or disability.
- To be aware that we are part of a community and that education should involve that community as a whole.

We endeavour to work alongside parents and keep them actively involved in their children's learning. For example on Friday 6th February we arranged a Phonics Stay and Play for Reception parents. The session was similar to our craft stay and makes but with phonics games, computer programmes, learning tools and resources set out for parents to use with their children.

Phonics in Reception is taught as a structured lesson here in Grange Lane but it is enhanced and supported with various fun and exciting ways throughout the day. As Partnership with parents relating to their child's learning is important to us, we wanted to share these learning strategies and below are some of the comments we received from the session!

The following link reviews the session and how Grange Lane used Parent Voice to tailor the provision we provide for parents.

[http://www.gliacademy.org.uk/Phonics\\_Stay\\_Play\\_Comments](http://www.gliacademy.org.uk/Phonics_Stay_Play_Comments)

*Your ideas and suggestion are what we need to help us on our way to excellence!  
We are now going to:*

- *Plan a maths stay and make session*
- *Open the learning sessions to years 1 and 2 also*
- *We have already posted extra information about our reading and phonics learning in the parents tab. Copies of the leaflets given at the phonics stay and play are also on their too.*

### How we will involve your child in the planning and review of their support

Pupil voice is paramount in the development of support plans and meeting children's needs to address their barriers to learning. One Page Profiles are created with children which focus around 3 key areas:

- What people like and admire about me
- What makes me happy

- How I want to be supported

Children's responses are listened to and included in SEN and Statement support plan; playing a primary role in developing key outcomes and short term targets.

### How we match the curriculum, teaching and learning approaches if your child has SEN

Excellent targeted classroom teaching, also known as Quality First Teaching, is the first wave of support Grange Lane provides for all children. All teaching is based on building on what your child already knows, can do and can understand.

Different ways of teaching, as well as a wide range of interactive resources, are available and in place so that your child is fully involved in their learning to help improve accessibility. At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.

Specific strategies (which may be suggested by the Inclusion Manager or external agencies or providers) are in place to support your child to learn.

Teachers will closely monitor your child's progress half-termly and will be proactive in monitoring any gaps a child may have in their understanding/learning and if they need some extra support to help them make the best possible progress.

### How we provide additional support if your child has learning needs

Children who have additional needs and/or barriers to learning are supported through both class based Quality First Teaching as well as bespoke interventions led by both trained Teaching Assistants and the Inclusion Manager. Interventions are linked to core subjects and are focused on reinforcing and extending the skills already being taught during that week.

### How we provide additional support if your child has social and communication needs

Children who have social communication difficulties are provided for through a range of bespoke interventions, 1:1 support packages and external agencies. Emotional Literacy, Time to Talk, Lego club and Learning Mentor programmes are deployed for children who need to access these.

These can be taught in both small group and 1:1 sessions dependent on the bespoke need of the child. Lunchtime clubs (Lego Club) are available for all children with SLCN and/or Communication and Interaction needs where they can learn to play and interact on a social level alongside their peers, in a supportive and nurturing environment.

### How we provide additional support if your child has physical, sensory and/or medical needs

All SPTA schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Grange Lane has been adapted throughout for those with physical disabilities. Ramps have recently been installed so disabled adults and children can access all areas of the academy as well as appropriate changing and toilet facilities. When on

the playground additional adults are deployed to help those with physical difficulties access the outside areas fully.

### **How we provide help to support your child's emotional health and well being**

Children are supported throughout the academy by the Pastoral team. Learning mentors are readily available to meet the emotional wellbeing of children if they feel distressed or anxious. Set pieces of work are delivered around emotional regulation and emotional literacy by both Learning Mentors and external agencies (St Wilfrids) to ensure children feel safe and settled within the academy. Educational Psychology and Bentley PLC Learning Mentors have provided Grange Lane with resources around self-calming (Big Book of Calmers, Sensory Breaks), exploring emotions and anger management.

Parent voice is key to ensure children's emotional health is addressed and developed. Parents work alongside the academies Parent Support Advisor and Inclusion manager to address concerns and provide strategies, advice and guidance towards appropriate agencies which parents can access. Through the SEN and Statement support plan process, parent voice is heard, recorded and responded to through the one page profile.

### **How we promote developing independence**

From Early Years we promote the development of independence and self-help regarding how to dress and undress, eating (how to hold and use cutlery), and developing their toilet skills. Playground leaders have been trained in year 2 to help other children develop independence on the playground to initiate positive play and some structured games. From our recent Ofsted, we have a strong emphasis on developing further positive behaviours for learning, which will be a key indicator behind developing independence from a young age.

### **How we measure and review your child's progress against their targets and longer term outcomes**

Children's academic progress is measured through the data collection tool EAZMag which is linked to the Sheffield STAT assessments. Data is collected half termly and intervention and enrichment groups are reviewed and monitored through these data captures.

Short term outcomes are reviewed termly through SEN and Statement Support plan meetings, with impact measured through both data and observations. The progress towards long term outcomes is also assessed termly, as new short term targets aim to scaffold and support long term outcomes with the SEN and Statement Support plan meets.

### **How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND**

Grange Lane has been fully adapted so that it is accessible for all children and adults with SEND and/or additional medical and physical needs. Features include, disabled changing facility and ramps around the premises.

Visual timetables are used within the classroom to help promote the structure of the school day, as well as to assist children to prepare themselves and adjust to changes in the day. Learning walls are utilised as a visual stimulus to help promote accessibility towards learning different concepts. Visual and kinaesthetic stimuli are used regularly during lessons alongside practical experiences to provide new and exciting opportunities for children to gain a love for learning.

### How we include children with SEND in the life of our school

Grange Lane employs a holistic and inclusive ethos which promotes all children to be included and have access to all aspects of school life. Additional adults assist in supporting those with additional medical needs to ensure they have full access to the curriculum and wider curriculum.

Through our disability and equality policy the academy is committed to ensuring equal treatment to all its employees, pupils and any others involved in the academy community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We also firmly believe that 'Every Child Matters'.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Throughout the year support staff have received needs based training which has been identified through a skills audit and a review of children's needs. Training has been provided for all support staff in behaviour management (managing volcanoes), positive behaviour management strategies and safeguarding training.

Based on children's needs, some staff have had training in Team Teach, Manual Handling, Physiotherapy, Emotional Regulation and additional material regarding emotional understanding and literacy, Read Write inc and Big and Little Maths.

### External support and expertise we can call upon to help us to meet children's needs

Grange Lane works closely alongside Bentley PLC and St Wilfrids AP Academy to meet children's bespoke needs. Packages of support and bespoke advice is provided to help meet the individual needs of children.

The Local Children's centre, School Nurse, CAMHS, ASCETs, Speech Therapy, Continence Nurses, Physiotherapy and Occupational Therapy also provided support and guidance for children who have additional physical, speech and social communication needs.

### How we prepare children to join our school

When children first enter Grange Lane in our Foundation unit parents are contacted and liaised with through a variety of different ways. Letters are sent out to arrange home visits and to invite parents for an open morning at Grange Lane. Visits with local pre-school nurseries are also arranged to best prepare the academy to meet the child's individual needs. Fostering strong links with both parents and external providers is paramount to meet the needs of all children. Stay and play sessions are arranged for new parents, and on transition day parents are invited for lunch with their child if they are moving from Foundation 1 to Foundation 2. If parents request additional support or the Early Years leader feels additional support is required to meet the needs of an individual, the Inclusion Manager and Parent Support Advisor are deployed.

### How we prepare children to move on from our school

Transition to Feeder School

[http://www.gliacademy.org.uk/Links\\_to\\_Feeder\\_School](http://www.gliacademy.org.uk/Links_to_Feeder_School)

The majority of children in our school transfer at the end of year 2 to Pheasant Bank Academy. Transition occurs in the summer term. Teachers from Pheasant Bank liaise with teachers from Grange Lane and meet the children at Grange Lane. We share an Inclusion Manager and Parent Support advisor and this ensures a smooth

transition for all children. We ensure that children with additional needs have the opportunity for more visits to Pheasant Bank if this is appropriate. Children are given the opportunity to visit Pheasant Bank for the morning and take part in activities with their new teachers and the year 3 children. All children then go to Pheasant Bank on transition day. On that day, they meet their teachers, see their new classrooms and have lunch in their new school.

Children who are Vulnerable, LAC, EAL and SEND have additional transition in additional pre-visits to the new schools, both with parents and discrete visits with their current key workers. The Inclusion Manager and Parent Support Advisor liaise with the new schools regarding any information and provide packs of information in order to create a good dialogue and supportive environment for all parties in the process.

Parents are invited to the feeder school for a parents evening where they get to meet the children's new teachers, receive information packs and have the opportunity to speak with new members of staff.

Procedures are highlighted through our 'Admissions arrangements policy'.

<http://www.gliacademy.org.uk/Policies>

### How we deploy our resources to meet the needs of children with SEND

The deployment of resources within Grange Lane to support children is focussed on a needs based system. It is paramount that children with SEND and additional needs have appropriate support provided for them so they can access the learning environment and achieve their potential. Children with statements have additional support within class in relation to their area of need as well as additional academic support to ensure they feel settled and confident in the learning environment.

Children on SEN Support and Statements have access to bespoke needs based interventions, which are both Teacher and Teaching Assistant led. The Inclusion manager is deployed strategically to ensure that children with SEND are supported well and that their needs are being met. In addition, a specific Reading Recovery teacher has been employed to support children with additional. All additional provision is to enable specific learners to learn in an environment more conducive to their individual need.

Needs of children with SEND are reviewed termly with the deployment of additional resources available if their need requires this. One child with Spina Bifida has 1:1 support to allow them to fully access learning, the academy and its environment.

### Contacts for more information

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**SEND Policies and SEN Information Report link(s):**

[http://www.gliacademy.org.uk/SEN\\_Report](http://www.gliacademy.org.uk/SEN_Report)