

# GRACE COLLEGE

## SEND Information Report 2025



### 1. Introduction

At Grace College, we believe that every pupil is infinitely precious, morally responsible, and gifted for a purpose. We are committed to valuing all members of our community and ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), are known, supported, and enabled to thrive.

Our SEND provision is designed to:

- Ensure all students have access to high-quality, inclusive education.
- Ensure all students have access to Tier 1 support, the universal offer at Grace College and quality first teaching.
- Remove barriers to learning and attendance to school.
- Equip students with the skills, confidence, and resilience to succeed in life and prepare effectively for adulthood.

This Information Report has been produced in line with:

- The **Children and Families Act 2014**
- The **SEND Code of Practice (2015)**
- The **Equality Act 2010**
- **Gateshead Local Authority SEND Thresholds** and Local Offer

It should be read alongside Grace College's SEND Policy, Accessibility Plan, Medical, Safeguarding and Behaviour Policy.

### 2. Identification of SEND

The identification of SEND is built into our whole-school monitoring of student progress and wellbeing. Early identification is prioritised, and we work in partnership with parents, carers, and external professionals to ensure that provision is timely and appropriate. This is in line with our Tiered approach.

Information sources include:

- Transition information from primary schools and external agencies
- KS2 outcomes, baseline assessments, and screening in Year 7
- Teacher observations and referrals
- Screeners and diagnostic assessments (via health professionals where appropriate)
- Reports from agencies such as Educational Psychologists, CYPS, HINT and LINT
- Pupil and parent/carers voice

Last review: September 2025

Next review: September 2026

JST

- APDR cycles

Students identified with SEND or possible are placed on the SEND Register and issued with an **Individual Student Passport**, which informs Quality First Teaching.

### 3. Categories of Need

In line with the SEND Code of Practice, Grace College supports students in the following four broad areas of need:

1. **Communication and Interaction** – e.g. speech, language, and social communication difficulties, including autism spectrum conditions.
2. **Cognition and Learning** – e.g. dyslexia, dyspraxia, dyscalculia, moderate learning difficulties, or more complex global learning needs.
3. **Social, Emotional and Mental Health (SEMH)** – e.g. anxiety, depression, ADHD, attachment difficulties, or the effects of adverse childhood experiences.
4. **Sensory and/or Physical** – e.g. vision or hearing impairment, multi-sensory impairment, or physical disability.

Students may have needs across more than one category, and these may change over time.

### 4. Graduated Approach

We follow the four-part cycle of **Assess, Plan, Do, Review** in line with the SEND Code of Practice and Gateshead Thresholds.

- **Assess:** Teachers and the SENCO analyse needs using a range of evidence, including input from parents/carers, students, and external professionals.
- **Plan:** Targets and strategies are agreed, recorded on our new APDR cycle paperwork and captured in Student Passports. Parents are informed and involved.
- **Do:** Class teachers retain responsibility for progress, supported by Learning Support Assistants (LSAs) and specialist staff where appropriate.
- **Review:** Outcomes are reviewed termly and formally at SEND review meetings, involving students, parents, and relevant staff. These are calendared across the academic year.

### 5. Transitions and Preparing for Adulthood

#### Year 7 Transition

- Strong links with feeder primaries enable early information sharing.
- SENCOs and Welfare staff visit primary schools, attend transition reviews, and arrange additional visits for SEND students.
- Parents and carers are encouraged to meet SEND staff during Open Evenings or via individual appointments.
- Additional SEND transition days are planned for our families who require additional support.

## Post-16 Transition

- From Year 9 onwards, transition planning forms part of the EHCP process and preparing for adulthood.
- Careers advice is prioritised for students with SEND.
- Where appropriate, students are supported in contacting colleges, arranging visits, and preparing for post-16 education or training.
- The SEND team liaises with local colleges to ensure smooth handover.
- All Year 11 EHCPs reviews are completed by Christmas.
- The paperwork is submitted by 21<sup>st</sup> January to ensure the consultation process is fair and completed in a timely manner ahead of summer exams.

## 6. Our Approach to Teaching and Monitoring

- All teachers are responsible and accountable for the progress of students with SEND in their classroom.
- **Quality First Teaching (QFT)** is the foundation of provision.

Students are monitored through three tiers of support:

- **Tier 1:** QFT within the classroom. The universal offer at Grace College.
- **Tier 2:** Targeted support/intervention with SEND monitoring. This may include observations, APDR cycles and screening.
- **Tier 3:** SEND register and a student support. Specific support to inform and build on quality first teaching.
- **Tier 4:** Specialist or intensive provision, potentially including EHCPs and High Needs funding.

Students are only placed on the SEND Register where provision is “additional to or different from” that normally available in our universal offer.

## 7. Access to the Curriculum

We ensure equal access to learning by:

- Scaffolding lessons and adapting resources.
- Deploying LSAs strategically in our new subject deployment model.
- Providing access to technology
- Providing timely and effective exam access arrangements.
- Offering small group or 1:1 targeted intervention where appropriate.
- Supporting students at unstructured times through targeted supervision and safe spaces.

## 8. Staff Training and Expertise

Our staff benefit from regular CPD delivered by SENDCOs, external specialists, and national organisations such as NASEN or the National College)

Current expertise includes:

- One Assistant Vice Principal (Student Support and SENCO) - Mrs J Starkey [jstarkey@gracecollege.org.uk](mailto:jstarkey@gracecollege.org.uk)
- SENCO (KS4) – Mrs L Blundred [lblundred@gracecollege.org.uk](mailto:lblundred@gracecollege.org.uk)
- Deputy SENCO (KS3) (also HLTA)- Miss A Burnett – [aburnett@gracecollege.org.uk](mailto:aburnett@gracecollege.org.uk)
- Five Learning Support Assistants
- A Welfare Team including a Family Liaison Officer, three Welfare Officers
- Designated Teacher for Children in Our Care who is also our Young Carers Champion (Mrs A Thompson)

External professionals supporting the College include Educational Psychologists, HINT, LINT, Speech and Language specialists, RISE, CYPS, and NHS therapists.

## 9. Social, Emotional and Mental Health Provision.

Grace College provides targeted SEMH support through:

- Pastoral mentoring and safe spaces
- ELSA interventions and restorative approaches
- Tailored behaviour and wellbeing plans
- Collaboration with external agencies (e.g. RISE, CYPS)

We have a **zero-tolerance approach to child-on-child abuse**, with interventions for students with SEND who may be affected as victims or perpetrators.

We are proud to hold the **Young Carers in School Award (2025–2028)**, recognising our commitment to supporting young carers.

## 10. Evaluation and Impact

We evaluate the effectiveness of SEND provision through:

- Termly progress checks against academic and personal development targets
- SEND review meetings with parents and students
- Regular monitoring by the SENDCOs and SLT
- Annual reviews of EHCPs
- Pupil, parent, and staff voice
- Provision mapping and governor oversight

Impact measures include progress data, attendance, behaviour, engagement, and student wellbeing outcomes.

## 11. Complaints Procedure

Concerns about SEND provision should be raised with the SENDCOs in the first instance. If unresolved, concerns may be escalated to the Vice Principal (Quality of Education) or ultimately the principal. Parents retain the right to raise concerns through the Local Authority under the SEND Code of Practice.

## 12. The Local Authority Offer

Grace College works in partnership with **Gateshead Council** to deliver provision that aligns with the Local Offer. More details can be found here:

[Gateshead SEND Local Offer](#)

## 13. Support for Parents and Carers

Independent advice can be accessed through:

**SENDIASS (Barnardo's)**

Email - [DAISS@barnardos.org.uk](mailto:DAISS@barnardos.org.uk)

[Gateshead SENDIASS](#)

Telephone contact - 07881 834 429

Other contact methods are [here](#)

## 14. Monitoring and Review

This Information Report will be reviewed annually by the SENDCOs and updated as required to reflect changes in provision, statutory requirements, or local authority guidance.

## 15. Related Policies

This report should be read alongside:

- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Equality Policy and Objectives
- Child Protection and Safeguarding Policy
- Child-on-child abuse policy.
- Admissions Policy

All are available via the Grace College website: [Grace College Policies](#)