Greig City Academy SEN Summary 2021

Name of school: Greig City Academy

Number of students on roll: 1054

Weblink to the full SEN report for school:

http://www.greigcityacademy.co.uk/396/key-information/category/7/policies

Internal interventions available to those with additional needs

- Learning mentoring programme
- Literacy booster groups for Year 7
- Speech and Language therapy
- 'Hope' Tottenham therapist
- School Counsellors
- Mental health and well-being lead
- Wave 3 Maths intervention in Year 7
- Study support Key Stage 4
- Zones of Regulation/behaviour support
- Social Communication Group: Talkabout
- Autism support group
- Handwriting intervention
- Dyslexia support with specialist dyslexia teacher.
- Homework club
- Extra English/ESOL for EAL students

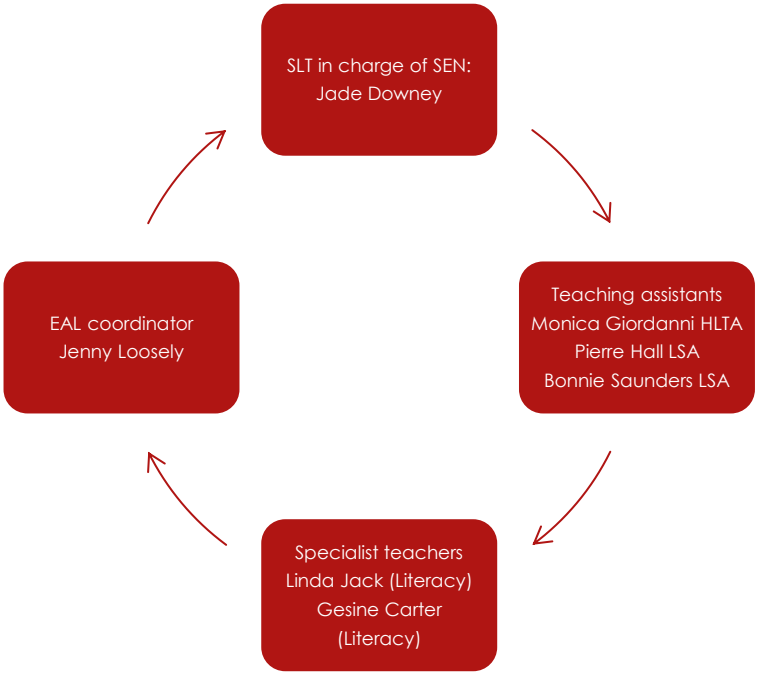
External services available to those with additional needs (e.g. CAMHS, Speech and Language therapist)

- Speech and Language therapy
- Occupational therapy
- Educational Psychologist (the school have to buy this service- funding comes from the whole school budget)
- Hearing Impairment service
- Visual Impairment service
- Social services
- Haringey Autism Team
- Clinical Psychologist support or assessment
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy

Waiting times are dependent on the specific service. The school have no control over waiting times.

Structure of the SEN/Inclusion department

- SENDCo – Gesine Carter
- HLTA Monica Giordani
- Head of the Learning Mentoring Programme- Pat Hanna
- Transition co-ordinator and Literacy Teacher with specialism in dyslexia – Gesine Carter.
- Literacy Teacher – Linda Jack
- Speech & Language Therapist - John Cane (one day a week).
- EAL staff: Fiona Zossimova, Emily Onozsko, Sofia Irakleidou.
- Study Support staff in KS4 – Monica Giordani, Emilia Onozsko, Linda Jack, Pierre Hall, Bonnie Saunders
- Two part-time Learning Support Assistants who support students in class.
- School Counsellor - Paula Spencer
- Four Learning Mentors – Pat Hanna, Murvet Ozkan, Gloria Adeboye and Marianne Biel



Contact details: SENCO: gcarter@greigcityacademy.co.uk

Overview of support within the school for those with an EHCP

- They are allocated support (TAs in lesson, specialist teachers etc.) based on their specific needs and provision stated in their EHCP.
- Teaching assistants are assigned to groups of students occasionally 1:1 (to encourage independence)
- EHCPs are reviewed annually by the SEN teacher.
- Progress is reviewed termly.
- All teachers will be aware of the needs and outcomes of the EHCP and this will be shared via your child's pupil passport.
- Parents/carers have the opportunity to meet the SENCO termly or more frequently should it be necessary,
- Parents/ carers are always welcome to communicate regularly via email and or phone
- Support to parents is given through coffee mornings and other training on request.
- Visits made to primary schools by the SENCO during the summer term of Year 6.
- Regular liaison with external agencies to ensure support is informed by the specialists involved with the student.
- Bespoke support for EHCP students at key transition times for example, choosing GCSE options and post 16 destinations.

Overview of support for those with additional needs but do not have an EHCP

- All students will be closely monitored, have a pupil passport and support plan.
- All students progress is reviewed termly by the SENCO.
- Parents/carers will have the opportunity to meet with the SENCO termly.
- The SENCO will liaise regularly with any outside agencies involved with the child and will work collaboratively with said agencies to support your child.
- Support is allocated based on the resources of the school and linked with professionals who have assessed or are working with the young person.
- If the young person requires support outside of the classroom, they will be allocated a member of staff that will work with them and communicate with the parent or carer.
- If a young person requires differentiation within the classroom this is the responsibility of the teacher. Teachers are supported by teaching assistants and the SENCo as appropriate.
- All teachers will be aware of the needs of SEN students and suggested strategies will be outlined in their pupil passports.
- Support is given to all SEN students at key transition times for example Yr.6/7, choosing GCSE options, choosing a post 16 destination.

How to find out more

Please look at our SEN information report on the school website or contact the SENCO for more information: gcarter@bgreigcityacademy.co.uk