



Grange Primary School



Special Educational Needs Information Report

At Grange Primary School we recognise and value that **all** pupils are individuals with their own strengths, gifts and talents.

SENCo: Mrs Charli Harper email: senco@grange.essex.sch.uk

Aims

- To provide a caring environment in which **all** children can learn and develop to their full potential.
- To ensure **all** children have access to a broad, balanced and differentiated curriculum, within which they are able to experience success and build self-esteem.

The school values the contributions of **every** pupil, encouraging and rewarding achievements. The staff maintain high expectations of their pupils and are always actively involved in responding to the needs of **all** children.

1) Who is responsible for pupils with difficulties with learning/Special Educational Needs or Disability? How can I talk to them about my child if I need to?

Role of the Class Teacher

- Ensuring all pupils have access to quality learning experiences
- Ensuring that all work is adapted for individuals' needs
- Monitoring progress of pupils
- Planning and delivering extra support
- Writing One Plans and sharing them with parents
- Ensuring that all pupils with Special Educational Needs receive appropriate interventions
- Ensuring all staff working with a pupil are aware of their individual needs
- Ensuring the Special Educational Needs policy is followed in their class for all pupils with Special Educational Needs or a Disability

If you would like to discuss your child's needs with their class teacher, please make an appointment either with the class teacher themselves or at the main office.

Role of the Special Educational Needs Co-ordinator (SENCo)

- Co-ordinating support for pupils with Special Educational Needs or Disabilities (SEND)
- Involving parents in their children's education by discussing pupils needs, providing information, reviewing progress, planning support
- Liaising with outside agencies e.g. Inclusion Partners, Educational Psychologists, Speech and Language Therapists
- Monitoring progress of pupils with SEND in the school
- To provide specialist support and arrange for training for all staff

If you would like to discuss your child's needs with the SENCo, please contact the main office.

Role of the Headteacher

- Responsible for the day-to-day management of all aspects of the school, including support for children with SEN and/ or disabilities
- Delegates responsibility to the SENCo and class teachers but is still responsible overall for ensuring that your child's needs are met
- Making sure that the Governing Body is kept up to date about any issues in the school relating to Special Needs

The Headteacher can be contacted by appointment at the main office.

Role of the SEND Governor

- Making sure the school has an up to date SEND policy
- Making sure the school has appropriate provision and has made the necessary adaptations to meet the needs of all the children in the school
- Making sure the necessary support is made for any child who attends the school and has SEN and/or disabilities

The SEND governor can be contacted by appointment via the SENCo or the main office.

2) What are the different types of support available for children with SEND?

At any time, according to need, a combination of any of the following strategies may be in place.

Support in class with 'Quality First Teaching'

- High expectations of all pupils
- Teaching that builds on what your child already knows and understands
- Different ways of teaching to involve your child e.g. practical learning, specific resources
- Specific strategies designed to get the best from individual pupils
- Scaffolded tasks support, extend and enrich pupils' experiences of the curriculum

Specific group work with a small group of children

- Pupils who are identified as having a particular learning need may receive specific targeted interventions
- These interventions may run as a group in or outside the classroom
- It may be run by the teacher or Learning Support Assistant

Specialist groups run by outside agencies

- Referrals can be made for advice and support.
- Specialists may come into the schools to run interventions or they may give guidance for the school to run themselves

Individual support

- The school (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. If it is agreed that extra support is required an assessment will be carried out to identify what your child's specific needs are. An Education Health and Care Plan (EHCP) will then be drawn up detailing the support that your child will require. This is reviewed regularly with you, the school and any specialists involved.

3) What opportunities are there to discuss my child's progress - including any concerns I may have?

- The school operates an 'open school policy' and welcomes all requests for information and advice from parents
- If you are concerned about the progress your child is making, you should contact their class teacher
- There will be two parents' consultation evenings (in the Autumn and Spring Term). Annual reports are also sent out to parents in the Summer Term.
- If your child has a Statement there will be an Annual Review
- If you have further concerns you should contact the school's SENCo
- If you feel that your concerns are not being addressed you can contact the Headteacher or the school's SEND Governor

4) How will the school let me know if they have concerns about my child's learning?

- If the class teacher has concerns regarding your child's progress, they will contact you to arrange a meeting
- The class teacher may also meet with the SENCo to discuss any concerns, who may also make contact with you

5) Who are the other people providing SEN support to children at the school?

The school may seek additional advice and support from outside specialists. They too may monitor children individually or in class and may arrange meetings with parents to discuss individual need. They include:

- Specialist Teachers
- Inclusion Partner
- Educational Psychologists
- School Counsellor
- School Nurse/Health Visitor
- Speech Therapists
- Occupational Therapists
- Medical Specialists

6) How is extra support allocated to pupils with SEND?

- The school budget, received from the Local Authority, includes money for supporting children with SEN and/ or Disabilities
- The Headteacher decides on the budget for Special Educational Needs and/ or Disabilities in consultation with the school governors, on the basis of the current needs of the children in the school
- The Headteacher and the SENCo discuss all the information they have about SEN and/ or Disabilities in the school, and use these discussions to decide what resources, training and support are needed
- All resources/training and support are reviewed regularly and changes are made as needed

7) How are the adults at this school helped to work with pupils with SEND and what training do they have?

- All members of teaching staff have qualified teacher status and have received specific training related to children with Special Educational Needs
- Training on SEN is provided to all members of staff on a regular basis
- Specialists provide targeted advice and support on specific pupils and areas of need
- Where appropriate, staff attend external courses which may be on a specific area of need or have SEN included as part of the course
- Many staff have taken the opportunity to extend their practice through further qualifications e.g. NPQSL, SENCo Award, NPQH,
- Children are not encouraged to rely on one-to-one adult support, even those with high level needs. Encouragement to work independently where possible is paramount.

8) How will teaching at the school be adapted for pupils with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible
- Other adult staff provide further support where necessary
- Specific resources and strategies will be used to support your child individually and in groups

9) How will we measure the progress of your child at Grange Primary?

- Your child's progress is continually monitored by his/her class teacher through observation, assessment and review
- A range of sources inform progress: formal assessment data, Inclusion matrices, 6 Core strengths etc
- Interventions are monitored and reviewed on a regular basis for effectiveness and impact
- Regular pupil progress meetings are held by staff to discuss progress of pupils in their class (including those with SEN)

- The School Leadership Team are involved in assessing progress of pupils from different groups (including SEND)
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are called Pre-Key Stage Standards.
- At the end of EYFS, teachers use the evidence they have gathered to make judgements of each pupil's attainment
- At the end of Year 1, all pupils are required to take a phonics screening check. Any pupil who does not meet the expected threshold will be required to retake the screening in Year 2. The results of the phonics screening check are published nationally.
- At the end of Year 4, all pupils are required to take a Multiplications tables screening check.
- At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs) and results are published nationally
- Children with additional needs who require further support will have a One Plan, which will be reviewed each term
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education
- The SENCo will monitor the progress of all children who are involved in individual or group interventions and work with staff to plan next steps and targets for these children
- If your child has an EHCP, detailed records of their learning and the progress they are making towards their targets will be kept. These records are shared between class teachers and teaching assistants and are monitored by the SENCo
- You will receive a full report of your child's achievements at the end of each academic year

10) How can we involve you as a parent/carer of a child with SEND?

- There are regular opportunities throughout the year for parents and carers to become involved in school life, including events and parent workshops
- Coffee mornings are held each half-term for parents of children with additional needs
- All parents/carers whose children are starting in Early Years are invited to induction meetings in the Summer Term and Autumn term prior to starting school
- All parents/carers with children starting in Early Years have a one-to-one meeting with their child's class teacher. This is an opportunity to talk in more detail about your child's needs.
- The parents/carer of any child with an EHC plan are invited to attend a meeting prior to starting at school to discuss the child's needs and put in place the appropriate transition resources
- There are regular parent consultation evenings to give you the opportunity to discuss your child's progress
- The Headteacher/SENCo is available to meet with you to discuss your child's needs
- All information from outside professionals will be discussed with you or where not possible, sent out in a report
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child
- One Plans may be used to support and monitor your child's progress, this happens termly.
- The school regularly seeks the views of its parents and carers through surveys

11) How is Grange Primary accessible to pupils with SEND?

- The school has a variety of resources available to support all pupils with their learning
- Additional resources are made available for individuals with physical and/or sensory impairments within school
- Where the school does not have the appropriate facilities, resources or expertise they will be signposted to a suitable provider
- The school is fully accessible with a lift to the second floor which is available when needed (***please see School Accessibility Plan for further details***)
- Additional teacher or LSA provided to ensure inclusion within out of school clubs

12) How will we support your child through the transition to another school or class?

We recognise that 'moving on' can be difficult for any child and take steps to support learners through phases and as they prepare to leave the school.

When starting at school:

- Early Years transition meetings
- Early Years pupils and parents class visit sessions
- One to one meeting with the class teacher
- Teacher visits to pre schools
- Meetings with preschool SENCo and Early Years Specialist Teachers as appropriate

When moving classes in school:

- Information passed on to the new class teacher
- Key Stage Transition meetings for parents/carers e.g. Early Years to Key Stage 1, KS1 to KS2
- Opportunity to visit new classes
- Move Up morning
- Transition booklets

If your child is moving to another school:

- Contact made with the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child
- All records about your child are passed on as soon as possible
- Relevant staff members from the receiving school are invited to the final Annual Review for children with a statement before a planned move
- Transition days for pupils moving to secondary school
- Visits from secondary schools

13) How do we consult with children with SEND and involve them in their learning?

- Pupils with Education Health Care Plans involved in Annual Review process
- Class and school councils involve all pupils (including those with SEN) in the running of the school.
- Counselling support where appropriate from a Tier 2 qualified Counsellor
- Pupil Voice questionnaires
- Assessment for Learning strategies
- Children are encouraged to be actively involved in their own target setting.

14) What support is available to support pupils with their emotional and social development?

- Active Class and School Councils
- RSE sessions in class.
- PSHE curriculum focusing on specific feelings and emotions
- TPP (Trauma Perceptive Practice)
- Pupil Voice questionnaires
- Counselling support where appropriate from a Tier 2 qualified Counsellor
- Targeted interventions to develop emotional and social skills e.g. nurture groups, social skills groups, forest schools
- Play Leaders (peer playground support)
- Specialist advice and support

15) What policies does the school have in place for identification, assessment and provision for pupils with SEND, and how is the effectiveness of the provision evaluated?

- Identification of pupils with Special Educational Needs is achieved through consultation between home, school and relevant outside agencies
- The school adopts an approach to the identification of pupils with SEN in line with the Essex Provision Guidance Toolkit
- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- All pupils' progress is regularly assessed, including those with a Special Educational Need or Disability
- All provision, including intervention programmes, are regularly monitored and reviewed
- For further details please see the school's Inclusion Policy

16) What are the school's admission arrangements for pupils with SEN or disabilities?

- The school's admissions arrangements are co-ordinated by the Local Authority
- No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision
- Essex County Council has additional responsibilities for children assessed as having special educational needs. An assessment of these needs may lead to a statement of special educational needs or Education, Health and Care Plan (EHCP) being issued.
- For details of the admission policies for all schools in Essex please see the [Primary and Secondary Education in Essex booklets](#)

17) What are the school's arrangements for handling complaints from parents of children with SEN about the school's provision for them?

- Please see the school's Complaints policy.

18) What help does the school offer to children with SEND in the event that remote learning is put in place?

- Pupils with EHCPs will be offered a place at school.
- Weekly check ins will be made by the SENCo to families of pupils with EHCPs who wish to remain at home
- Through Class Dojo, parents can message the class teacher directly with any questions they may have.
- Parents of children with EHCPs and One Plans will also have access to the SENCo through Class Dojo.
- Online work may be differentiated or adapted for children in discussion with the SENCo to meet the needs outlined in their personalised One Plan and EHCP paperwork.

19) What support is there for my SEN child from further afield?

Please click here for Essex County Council's Local Offer:

<http://www.essexlocaloffer.org.uk/>

This is where you will find contact details of support services for parents of pupils with SEN