

THE GRANGE PRIMARY SCHOOL

SEN-D Information Report - Autumn Term 2021

SENCo - Mrs J Fanthorpe, SEN-D Support Teacher - Miss K Sutherland, SEN-D and Inclusion Governor - Mrs S Hansford

1.	How does The Grange Primary School know if children need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> • Prior to starting in our Nursery setting, staff visit the child in their home or previous setting or provision. • North Lincs Early Help Strategy should be in place if two or more agencies are involved with the child and regular early help meetings should be in place. • The progress of all pupils is monitored continuously by class teachers. Children's progress is discussed with the Senior Leadership Team (SLT), at least termly, during pupil progress meetings. When a child is not making expected progress in a particular area of learning, The Grange Primary School quickly identifies the need for additional support. This will then be discussed with parents/carers and the child concerned. An 'Initial Concern' form may then be completed by the teacher to support monitoring of additional support and strategies used before moving a child onto the school SEN-D record. • If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Educational Needs Coordinator (SENCo), as appropriate. The SENCo carries out observations and assessments in school. • Our Special Educational Needs and Disability (SEN-D) Policy follows the Code of Practice (2014).
2.	How will The Grange Primary School staff support my child?	<ul style="list-style-type: none"> • The class teacher will oversee, plan and work with each child with SEN-D in their class to ensure that progress in every area is made. • Baseline assessments take place during the first week the child is in school, from Early Years. This includes a 'Language Link' baseline assessment. • Our whole school provision map overview shows the range of interventions in place at The Grange Primary School which may be used when we identify a need for additional support. We match provision to need and desired outcomes. • Through cohort provision mapping, the teachers plan and the SENCo oversees additional interventions for children to enable them to make at least expected progress. The parents/carers will be informed of the planned support and will be invited to a meeting at the school to discuss this further. • If the pupil meets the criteria for SEN-D, a 'Personal Passport' will be created with the child and parents/carers, detailing the additional support the child will receive. A copy of this will be provided for parents/carers. • A Learning Assistant (LA) may work with the child either individually or in a small group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents/carers when the support starts.

		<ul style="list-style-type: none"> • The impact of every intervention is rigorously monitored through intervention monitoring, observations, regular meetings and tracking of pupil progress. • We work closely with outside agencies and seek support and advice from them as required.
3.	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Every teacher provides high quality first teaching and differentiation, with pre-teaching and same day intervention, which is planned for individuals and groups of pupils according to their needs. Targets in reading, writing and maths are used to inform and support whole class approaches to inclusion. This may, for example, take the form of modified learning challenges and use of multi-sensory resources, varied teaching styles and strategies, including VAK (visual, auditory and kinaesthetic). This is monitored by the SLT and school's Inclusion Team.
4.	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • We have an open door policy so parents/carers have the opportunity to discuss individual needs as required. Appointments can be made with class teachers through the school offices. • Each class teacher produces a termly curriculum overview to enable parents /carers to see what their child/children will be learning each term. • Annual reports and termly Parents' Open Days give all parents/carers regular feedback on their child's up to date academic progress, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. • In addition to this, parents/carers of children identified as having SEN-D will be invited to attend a collaborative SEN-D review meeting with their child's teacher, their child and the SENCo to discuss their Personal Passport and agree ways of achieving the outcomes. • When appropriate, parents/carers may be contacted mid-term to discuss the support that school is providing and how they can help their child at home. • The child's views will be obtained and when appropriate, they will attend all or part of a meeting. • If your child has more complex SEN-D and may have an Education, Health, Care Plan (EHCP) then formal meetings will take place during an annual review.
5.	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • Every learner has named trusted adults who they can talk to should the need arise. • Bubble Time takes place at the start of each day if a child needs to speak to an adult. • A member of our Pastoral Team will be available to talk to children throughout the day and they monitor the Worry Box and Worry Monsters where children can post any worries they may have. • We have trained LAs to deliver the Emotional Literacy programme, Counselling, CALL (Communicative Aspects of Learning and Life) and many more. • Our Behaviour Policy includes guidance on expectations, rewards and sanctions. • We have adopted a Restorative Practice approach to help children to build, maintain and repair relationships. • Mini-mentors (Y2), Buddy Mentors (Y6) and play leaders (Y4 to Y6). • Staff are trained to support medical needs. The majority of our LAs have a recent and relevant First Aid certificate and most have had asthma training (September 2019). We have a 'Supporting Children with Medical Conditions' policy in place.

		<ul style="list-style-type: none"> • Children's views are sought through School Council, House Team meetings, Subject Reps, PSHE and circle times. • Early Help Assessments and liaison with Children, Family and Young People Services, if needed. • As stated in The Grange Primary's Anti-bullying policy: <i>"Pupils with Special Educational Needs or disabilities may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability"</i>. Ways to help prevent bullying involve building awareness and empathy amongst the school community. Examples include: during assemblies and collective worship, during normal curriculum coverage, Bubble time, circle time activities, School-wide Anti bullying posters, School-wide promotion of our Code of Conduct, PSHE activities (Jigsaw), School's Council meetings, Role-play or stories and participation in 'Anti-Bullying Week'.
6.	What specialist services and expertise are available at or accessed by The Grange Primary School?	<ul style="list-style-type: none"> • Educational outside agencies include: Educational Psychology, Behaviour Support Team and EPU (Education Preparation Unit), CDC (Child Development Centre), Autistic Spectrum Education Team (ASET), Ethnic Minority and Traveller Service (EMTAS) and St Luke's Outreach. • Specialist health services include: Paediatric Community Nurses, Health Visitors, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Hearing and Visual Impaired Services and Child and Adolescent Mental Health Service (CAMHS). • We work with Children, Family and Young People's Support Services.
7.	What training have the staff supporting children with SEN-D had (or are having)?	<ul style="list-style-type: none"> • Our SENCo (Mrs Fanthorpe) holds the National SENCo Award qualification. Miss Sutherland is the SEN-D support teacher and is currently completing the SENCo award. • The SENCo and SEN-D support teacher regularly attend the Local Authorities SENCo network meetings, national events and conferences in order to keep up to date with local and national changes in SEN-D. • All of our teachers hold qualified teacher status, and all our LAs have undertaken TA training. All staff members receive regular training to best support our pupils with SEN-D and safeguarding. • We regularly invest time and money in training staff to improve Wave 1 quality first teaching. • We have teachers and LAs with specialisms in Speech and Language Therapy, Autism, Dyslexia, Occupational Therapy, Moving and Handling, Counselling, CALL and Sensory circuits. • The appropriate staff will receive training from specialist health services on specific medical care plans such as epilepsy, diabetes, respiratory, moving and handling and peg feeding for pupils with additional health needs.
8.	How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> • Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns for safety and access, a personalised/individual risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

9.	How accessible is the school environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our school environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010 and is reviewed every Autumn Term. • Our building is fully wheelchair accessible. We have a lift to access the first floor and an evac chair if needed in the event of a fire. We have disabled toilet facilities on the site.
10	How will The Grange Primary School prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • We have induction processes in place to make all children feel part of our community. • We have very good relationships with our feeder settings and the secondary schools that most of our pupils move on to; we share information and records to support children's learning and well-being at transition. • Further support is provided for those with SEN-D, including additional visits to the new setting, pen pictures, All about Me booklets and transition programmes/passports for identified children.
11	How are The Grange Primary School's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The school budget (particularly SEN-D and Pupil Premium funding) is closely monitored, aligned to the School Improvement Plan and reported to the governing body. Information is available on the website. • We seek to ensure a 'value for money' service; therefore interventions are monitored and evaluated regularly and closely. • Specialised resources for occupational therapy and speech and language therapy programmes are available to support children who require them.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • The SENCo decides, in consultation with the Head Teacher and teaching staff, about what additional appropriate provision to put in place following pupil progress meetings. • All interventions are monitored for impact. Outcomes are defined at the start of any intervention. • Quality first teaching and inclusive practice (Wave 1) is clearly defined in our school and we expect all staff to deliver lessons to at least a good standard. • The SENCo oversees all additional support and updates the SEN-D and Inclusion Governor termly. • An Education Health Care Plan (EHCP) is requested by the SENCo from the local authority following parental consent and sufficient evidence has been gathered.
13	How are parents involved in The Grange Primary School? How can I be involved?	<ul style="list-style-type: none"> • We operate an open door policy. We work in partnership with parents/carers to support each child's well-being, learning needs, progress and aspirations. • Our Governing Body includes Parent Governors/representatives. • Parents are invited to become involved in school life through Parents Open Days, structured conversations, curriculum open days and invitations to school events throughout the year.
14	What are the arrangements at The Grange Primary for managing complaints about	<ul style="list-style-type: none"> • In the first instance, parents/carers should inform the class teacher of their concerns, followed by a phone call by the SENCo to set up a meeting with parents/carers to discuss and resolve the complaint (with support and specialist advice from outside agencies where appropriate). • Parents/carers can also share their concerns at termly parent meetings/SEND reviews/Early Help meetings and EHCP annual reviews.

	<p>the SEN-D provision for my child?</p>	<ul style="list-style-type: none"> • For further support and advice outside of school, parents/carers can use the following contacts: SENDIASS - email: help@sendiass.org.uk, tel: 01724 277665 SEND Team - special.needssection@northlincs.gov.uk, tel: 01724 297 148
<p>15</p>	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • The north lincs local offer - http://www.northlincslocaloffer.com/ provides up to date information about available provision in North Lincolnshire and how to access it. • <i>"The provision is responsive to local needs and aspirations. It has been co-produced with our local Parents' Involvement and Participation (PIP) Forum as well as taking on board feedback we have received from parents and carers and young people themselves."</i>

Available on our website: www.tgps.com.uk

(Agreed by Inclusion Team and SEN-D and Inclusion Governor)