



**THE GRANGE PRIMARY SCHOOL**

**SEND Information Report: 2025/2026**

**SENDCo – Miss K Sutherland; SEND Support Teacher – Mrs K Tong; SEND and Inclusion Governor – Mr R Ellam**

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| <p><b>1.</b></p> | <p><b>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?</b></p> | <ul style="list-style-type: none"> <li>• Prior to starting in our Nursery setting, staff visit the child in their home or previous setting / provision.</li> <li>• 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.</li> <li>• 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 and relevant assessments is completed by the teacher to support monitoring of additional support and strategies used before moving a child onto the school SEND record, where appropriate.</li> <li>• If parents/carers have any concerns about their child then they should contact the office to make an appointment with the class teacher to discuss their concerns, who will then liaise with our Special Educational Needs Coordinator (SENDCo), as appropriate.</li> <li>• The school has processes in place for pupils with more significant needs, possible neurodiversity and/or social, emotional and mental health concerns. These processes are in line with the guidance given to us by the relevant external agencies from the local authority, including the neurodevelopmental team (also known as CAMHS), Autism Spectrum Education Team (ASET) and Special Educational Needs and Disability Panel (SENDAP). Where parents are concerned about their child in these areas then they should contact the office to make an appointment with the class teacher to discuss their concerns, who will then liaise with our Special Educational Needs Coordinator (SENDCo), as appropriate.</li> <li>• Our Special Educational Needs and Disabilities (SEND) Policy follows the Code of Practice (2014).</li> </ul> |
| <p><b>2.</b></p> | <p><b>How will The Grange Primary School staff support my child?</b></p>   | <ul style="list-style-type: none"> <li>• The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.</li> </ul>  |

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|    |   | <ul style="list-style-type: none"> <li>● Baseline assessments take place during the first half term of the new school year, including pupils from Early Years. This may include baseline assessments from sources such as Language Link (speech and language), Little Wandle (phonics), Boxall Profile (SEMH) and Literacy Gold (reading and spelling)</li> <li>● Our whole school provision map overview aims to demonstrate the 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 and this is reviewed regularly.</li> <li>● Through cohort provision mapping, the teachers plan and the SENDCo oversees additional interventions for children to enable them to make at least expected progress. Teachers will inform parents/carers of the planned support in place for the child.</li> <li>● If the pupil meets the criteria for SEND, a 'learning plan' 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 termly.</li> <li>● 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. Teachers will inform parents/carers of the planned support in place for the child.</li> <li>● The impact of every intervention is rigorously monitored through intervention monitoring, observations, regular meetings and tracking of pupil progress using our EduKey software.</li> <li>● We work closely with outside agencies and seek support and advice from them as required.</li> </ul>   |
| 3. | <p><b>How will the curriculum be matched to my child's needs?</b></p>   | <ul style="list-style-type: none"> <li>● It is the aim of The Grange Primary School to ensure that every teacher provides quality-first teaching and differentiation across the curriculum. This may include the use of pre-teaching and same day intervention techniques, which will be planned, where appropriate, for individuals and groups of pupils according to their needs. This is supported by our curriculum handbooks where subject leads are able to guide staff by suggesting strategies for curriculum adaptation in every subject. This is monitored by the SLT, subject leaders and the SEND team.</li> </ul>   |
| 4. | <p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p> | <ul style="list-style-type: none"> <li>● 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 office.</li> <li>● Each year group's teaching team produces a termly curriculum overview to enable parents /carers to see what their child/children will be learning each term.</li> <li>● Annual reports and termly parents' meetings give all parents/carers regular feedback on their child's up to date academic progress and any behavioural, emotional or social difficulties.</li> <li>● In addition to this, parents/carers of children identified as having SEND will be invited to discuss their child's progress during the termly SEND learning plan reviews and target setting progress. This may take place either face-to-face or over the telephone. Teachers will invite parents/carers to collaborate and contribute their views and ideas so that all stakeholders are included in the process. A copy of both documents will be sent home termly.</li> <li>● 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.</li> <li>● The child's views will be obtained and, when appropriate, they will attend all or part of a meeting.</li> <li>● If your child has a more complex SEND need and has an Education, Health and Care Plan (EHCP) then formal meetings will take place during an annual review. During this, all stakeholders and involved professionals are invited to collaborate on the review, which is then shared with the local authority EHC team who will update the EHCP accordingly.</li> </ul> |

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| 5. | <b>What support will there be for my child's overall well-being?</b>                                     | <ul style="list-style-type: none"> <li>● Every learner has named safe adults who they can talk to should the need arise.</li> <li>● Bubble time takes place during the school day if a child needs to speak to an adult. They can indicate if they need to talk by writing their name on the bubble time board. Staff monitor pupil well-being daily and will offer additional time to talk, where appropriate.</li> <li>● 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.</li> <li>● We have trained leading LAs to deliver Thrive, counselling and many more therapeutic activities.</li> <li>● Our Relational Behaviour Policy includes guidance on expectations, rewards and sanctions.</li> <li>● We have adopted the Thrive approach to help children to build, maintain and repair relationships.</li> <li>● Mini-mentors (Y2), Buddy Mentors (Y6) and play leaders (Y4 to Y6) support pupils during social times to maintain positive well-being during playtimes.</li> <li>● Staff are trained to support medical needs. All members of staff have completed asthma training, the majority of our staff have a recent and relevant First Aid certificate and staff members working with children with more complex health needs have specific training to support and monitor them in school. We have a 'Supporting Children with Medical Conditions' policy in place and those with more complex health needs have an individual health plan to support.</li> <li>● Children's views are sought through School Council, House Team meetings, Subject Reps, PSHE and circle times.</li> <li>● Early Help Assessments and liaison with Children, Family and Young People Services, if needed.</li> <li>● 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 rights, PSHE activities (Jigsaw), school council meetings, role-play or stories and participation in 'Anti-Bullying Week'.</li> </ul> |
| 6. | <b>What specialist services and expertise are available at or accessed by The Grange Primary School?</b> | <ul style="list-style-type: none"> <li>● Educational outside agencies include: Educational Psychology, Behaviour Support Team, Autistic Spectrum Education Team (ASET), local authority SEND teams for the Early Years Foundation Stage and Key Stage 1/2, Ethnic Minority and Traveller Service (EMTAS) and St Luke's Outreach.</li> <li>● 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).</li> <li>● We work with Children, Family and Young People's Support Services.</li> </ul>  |
| 7. | <b>What training have the staff supporting children with SEND had (or are having)?</b>                   | <ul style="list-style-type: none"> <li>● Both members of our school's SEND team - SENDCo (Miss Sutherland) and SEND support teacher (Mrs Tong) - hold the National SENCo Award qualification.</li> <li>● The SENDCo and SEND support teachers regularly attend the Local Authorities SENDCo network meetings, national events and conferences in order to keep up to date with local and national changes in SEND.</li> <li>● The SENDCo is involved in the local authority's SENDCo peer mentor project which provides ongoing support between schools, sharing best practice and additional guidance.</li> </ul>   |

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|     |  | <ul style="list-style-type: none"> <li>• The school has been selected to participate in the Partnership in Neurodiversity in Schools (PINS) project, a trial project by NHSE and the DfE looking to implement a new ‘whole school’ approach that will go towards improving outcomes for children in mainstream primary schools with identified neurodiverse conditions. The project will provide staff with a training programme to support staff in recognising and supporting pupils within the neurodiverse spectrum.</li> <li>• All of our teachers hold qualified teacher status, and our LAs undertake regular TA training. All staff members receive regular training to best support our pupils with SEND and safeguarding, including weekly bulletins at staff meetings.</li> <li>• We regularly invest time and money in training staff to improve Wave 1 quality first teaching.</li> <li>• We have teachers and LAs with specialisms in Speech and Language Therapy, Autism, Dyslexia, Occupational Therapy, Moving and Handling, Counselling, ELSA and Sensory Circuits.</li> <li>• Where appropriate, staff 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.</li> </ul> |
| 8.  | <b>How will my child be included in activities outside the classroom, including school trips?</b>  | <ul style="list-style-type: none"> <li>• Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.</li> <li>• 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.</li> </ul>   |
| 9.  | <b>How accessible is the school environment?</b>   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>   |
| 10. | <b>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?</b> | <ul style="list-style-type: none"> <li>• We have induction processes in place to make all children feel part of our community.</li> <li>• 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.</li> <li>• Further support is provided for those with SEND, where needed, including additional visits to the new setting, All about Me booklets and transition programmes and one page profiles for identified children.</li> </ul>   |
| 11. | <b>How are The Grange Primary School’s resources allocated and matched to children’s special educational needs?</b>  | <ul style="list-style-type: none"> <li>• The school budget (particularly SEND 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.</li> <li>• We seek to ensure a ‘value for money’ service; therefore interventions are monitored and evaluated regularly and closely.</li> <li>• Specialised resources for occupational therapy and speech and language therapy programmes are available to support children who require them.</li> </ul>  |
| 12. | <b>How is the decision made about what type and how much support my child will receive?</b>  | <ul style="list-style-type: none"> <li>• The SENDCo decides, in consultation with the Head Teacher and teaching staff, about what additional appropriate provision to put in place following pupil progress meetings.</li> <li>• All interventions are monitored for impact. Outcomes are defined at the start of any intervention.</li> <li>• 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.</li> </ul>  |

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|     |   | <ul style="list-style-type: none"> <li>• An Education, Health and Care Plan (EHCP) is requested by the SENDCo from the local authority following parental consent and once sufficient evidence has been gathered.</li> </ul>  |
| 13. | <b>How are parents involved in The Grange Primary School? How can I be involved?</b>                                  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents are invited to become involved in school life through Wellbeing Wednesdays, structured conversations and invitations to school events throughout the year.</li> <li>• Parents of pupils on the SEND register are invited to regular coffee afternoons where they have the opportunity to discuss their child with the SEND team, meet other parents of SEND children to share support and to meet with invited professionals about a range of topics relevant to the needs of their child.</li> </ul>  |
| 14  | <b>What are the arrangements at The Grange Primary for managing complaints about the SEND provision for my child?</b> | <ul style="list-style-type: none"> <li>• In the first instance, we expect parents/carers to discuss their concerns with the class teacher. If required, this will then be followed by a phone call with the SENDCo to arrange a meeting with parents/carers to discuss and resolve the complaint (with support and specialist advice from outside agencies where appropriate).</li> <li>• Parents/carers can also share their concerns at termly parent meetings, SEND review discussions, Early Help meetings, the SEND coffee afternoons and EHCP annual reviews.</li> <li>• For further support and advice outside of school, parents/carers can use the following contacts:<br/>SENDIASS – email: <a href="mailto:help@sendiass.org.uk">help@sendiass.org.uk</a>, tel: 01724 277665<br/>SEND Team – <a href="mailto:special.needssection@northlincs.gov.uk">special.needssection@northlincs.gov.uk</a>, tel: 01724 297 148</li> </ul> |
| 15. | <b>Who can I contact for further information?</b>   | <ul style="list-style-type: none"> <li>• The North Lincs Local Offer - <a href="http://www.northlincslocaloffer.com">http://www.northlincslocaloffer.com</a> provides up to date information about available provision in North Lincolnshire and how to access it.</li> <li>• <i>“The provision is responsive to local needs and aspirations. It has been co-produced with our local <b>Parents’ Involvement and Participation (PIP)</b> Forum as well as taking on board feedback we have received from parents and carers and young people themselves.”</i></li> </ul>  |

Available on our website: [www.tgps.com.uk](http://www.tgps.com.uk)

(Agreed by SEND Team and SEND and Inclusion Governor)