



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT JUNE 2016

This report provides information regarding the identification, assessment and provision for SEND pupils at Grange Primary School. Please click on a heading below to find out more:

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1. The kinds of special educational needs that are provided for in the school:

Grange Primary is an inclusive school, where everyone in the school will have their needs met. All children are welcome, and all kinds of special educational needs and disability are provided for.

2. Arrangements for identifying children and young people with special educational needs, and assessing their needs:

Early identification, assessment and provision for a child who may have special educational needs is paramount. Grange Primary school will aim to identify a child's needs as early as possible and provide them with the necessary support.

SEND may be identified by

- Parents/Carers
- School staff
- Outside agencies involved with the pupil
- The pupil themselves

Concerns may arise about a child who, despite receiving quality first teaching (QFT) and targeted support:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of difficulty.
- shows signs of difficulty, resulting in poor attainment in some curriculum areas.
- presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- has communication and/or interaction difficulties, and requires specific individual interventions in order to access the teaching and the curriculum.
- these difficulties are sustained over a period of time.

These concerns are identified through:

- Parents'/carers' and pupils' views and perceptions
- Monitoring by the teacher and other school staff as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Performance against the assessment framework used within the school
- Performance in external assessment schemes and SATs
- Records and information from previous schools and Early Years settings
- Records and information from outside agencies

All aspects of a child's performance are considered to establish whether any concerns are due to an early stage of English acquisition or arise from SEND.

Once an initial concern has been raised, the Inclusion Manager (IM) will lead further assessment of the child's strengths and difficulties, including meeting with school staff and parents. Following this, all known information about the child will be collected, from all services involved. Working with the class teacher, the IM will then plan future support and monitor and review the action taken. This further support may include a referral to appropriate agency/agencies for specialised observations or assessment, which will provide the school with advice and strategies to develop the child's learning. Permission will be obtained from the parents/carers prior to any referrals being made.

3. The name and contact details of the SENCO:

The Inclusion Manager (IM) is Miss R. Eva, she is a qualified SENCO, having passed the NASENCo award. Miss Eva is also Assistant Headteacher and a member of the senior leadership team (SLT). She is responsible for coordinating SEND provision in the school. She can be contacted via the school office on 020 7476 5146.

4. Arrangements for consulting parents/carers of children and young people with special educational needs and involving them in their education:

Links with parents/carers is an essential element of Grange school life. We have developed a good working relationship with our parents/carers. We recognise that parents/carers know their children best and their views and contributions are valued. The school and staff work closely with all parents of SEN children to ensure they are continually aware of how their child is progressing. This includes:

- The school has an open door policy, where parents can drop in and meet with Miss Eva whenever she is available.
- Informal meetings with teachers can be arranged whenever a parent wishes to discuss their child's progress in more detail.
- A meeting is held at the end of each term for High Needs Funded (HNF) pupils between parents, Miss Eva and the class teacher to discuss the child's progress and things that are working well/areas for development.
- Within the termly meeting progress towards Individual Education Plan (IEP) targets is reviewed, and new targets set in collaboration with parents for the next term. A copy is then provided for parents to enable them to support their child at home.
- Parents evenings happen twice a year.
- Extra meetings are arranged whenever deemed necessary by either the school staff, parents or outside agencies.
- An annual report is provided for parents, detailing their child's progress academically and in social and life skills.
- For pupils who receive HNF, information about learning is shared, through discussion between support staff and parents.
- Home/school books are provided when necessary.

- For pupils who have high needs funding an annual review meeting discusses progress and future targets.
- Discussions with and reports from other relevant professionals are shared with parents after a referral to outside agencies.
- Specific programmes are shared with parents to enable them to support their child at home.
- Meetings with the school's buy in speech and language therapist.
- Invitation to all school events working alongside their child, such as phonics, maths, International Primary Curriculum (IPC) sessions, special event days etc.

The school also involves parents/carers of pupils with SEN in other ways such as:

- 'Grange Interchange', a monthly group to support parents of SEN children in the school. This can include inviting in agencies such as parent partnership to provide information.
- Parents are invited in, as required, to see new techniques, strategies or programmes being demonstrated either by staff or outside agencies.
- Transition books are provided to share with their children over the holidays.
- Resources are created to share with their children at home e.g. social stories, visual timetables, emotions keyrings etc.
- Signposting parents to other sources of support e.g. Newham's National Autistic Society monthly meeting.
- Providing parents with information regarding weekend/holiday clubs e.g. Discover SEN sessions.

5. Arrangements for consulting young people with special educational needs and involving them in their education:

All pupils at Grange Primary School are continually involved in their own learning through a variety of means:

- All pupils have the opportunity to comment on their learning and regularly evaluate their own and their peers' learning.
- All school staff involve pupils in continuous feedback on their progress and next steps through two stars and a wish. Please see the school's marking policy for more information.
- Class teachers meet with pupils on a 1:1 basis at the end of every half term to review, and set new targets. Targets are set for all pupils in reading, writing and maths.
- According to their abilities, pupils with IEPs are involved in the target reviewing and setting process.
- Wherever possible, according to their needs, pupils attend and contribute to their annual review. Resources such as visuals are used to support this.
- When a child is placed in an intervention reasons for this and progress whilst in the intervention are discussed with the pupil.

6. Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and young people as part of this review:

The school has a continuous programme of assessment to track all pupils and ensure they make good progress, this includes:

- Daily assessment for learning, including observation, discussions with children, quality marking of work – all these elements aim to provide pupils with the skills to improve work and develop their learning.
- Half termly summative assessments – this provides statistical information on the progress of each child. This information can be used to assess whether a child is making good progress and whether they are in line with the nationally expected level for a child of their age.
- Children with complex or significant needs are assessed against developmentally appropriate criteria, to ensure small steps of progress are identified.
- Termly SEN reviews between the class teacher and Inclusion Manager.
- Personalised targets are set and reviewed half termly for every pupil in the school.
- IEP targets are set and reviewed for pupils with more significant SEN termly with parents, the class teacher and Miss Eva.
- Class provision maps are created termly by Miss Eva, including targets for each intervention. They are reviewed termly by the class teacher and Miss Eva.
- Termly Pupil Progress Meetings are held between the class teachers and SLT, to discuss the progress of all pupils. Any child that is not making progress is discussed in more detail.
- There are regular reviews of progress made towards targets set by any outside agencies that may be involved.

Parents and pupils are involved in this process through the methods detailed above in point 4 and point 5.

7. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood:

At Grange we recognise that transition to another school or a new class can be a daunting experience for a child with SEN, to ensure this is a smooth process we follow these steps:

For transition to or from Grange

- There is close contact between relevant Grange Primary staff and those at the previous/receiving school.
- Reports, records and data are shared as well as information about plans, targets, strategies and methods in use to support the child.
- For a child with more complex or significant needs transition visits will be set up, accompanied by staff from Grange. Parents are also encouraged to

attend these visits. Staff from the receiving school are encouraged to attend Grange to see the child in this setting.

- If a child is transferring to Grange Miss Eva or another member of staff will visit their current school/nursery.
- Transition books are created with photos to help the child recognise important new people and areas of the school.
- On arrival to Grange, parents and the child are given an in depth admission meeting and a tour of the school, involving relevant staff. This ensures all information is shared and the pupil's transition is made as smooth as possible.
- A buddy system exists in all classes to help new pupils settle in.
- Other plans are drawn up as necessary, such as a staggered induction to the school.
- A transition meeting is held every year in Newham where Miss Eva meets with the secondary schools to discuss the current year 6. This involves sharing key information to help plan for each child's needs.

For transition within Grange, to a new class

- Class teachers and the Learning Mentor meet with pupils, as needed, in the summer to help prepare them for the changes of teacher, year group, and particularly, the change to secondary school.
- These transition sessions are then continued in September to aid pupils with settling back into school and a new class.
- A transition book is created for pupils with more complex or significant needs, for parents to use with them over the summer.
- Transition meetings are held between the class teachers in Grange to transfer information to the new teacher.
- Staff supporting HNF pupils meet with each other to transfer information to support the needs of children with more complex or significant needs.
- Miss Eva meets with both the class teachers and the support staff to transfer information.
- Visits are made to the new class room, the child also meets their new teacher and support staff. Extra visits are arranged for those who find change more difficult, to enable them to become familiar with new locations, staff and routines.
- Other, individualised arrangements are made as necessary, e.g. school dinner trays are borrowed and used at home to prepare for staying to school lunches, familiar objects and resources are transferred to make the pupil feel at home in their new environment etc.

Preparation for adulthood

Pupils at Grange are prepared for adulthood through a variety of means:

- They are encouraged to make choices from an early age. SEN pupils who have limited communication are provided with resources such as objects of reference, picture cues etc. to ensure they are involved in decision making.
- All children in the school express their views. This is encouraged through activities such as Philosophy for Children (P4C), school council, debating etc.

SEN pupils with more complex needs are also encouraged to express their views through the use of picture cues, emotions keyrings, signalong etc.

- Pupils are encouraged to develop and maintain friendships. Social groups are implemented for pupils who find this difficult, teaching the rules of social interaction.
- Pupils are also encouraged to develop working relationships through elements such as partner work, group work, class projects etc.
- The Personal, Social, Health and Economic (PSHE) curriculum (Jigsaw), followed by all, prepares pupils for later life.
- Pupils are taught to be independent from a young age, and to develop basic self-help skills such as toileting, eating, dressing etc. Pupils with more complex SEN needs are provided with support such as a toileting reward system, a visual toileting process chart, a visual process for dressing etc.
- Specific programmes focused around life skills are run for pupils with more significant needs. This includes aspects such as buying items from a shop, posting a letter etc.
- Special events and visitors are invited in to the school to provide the children with aspirations for work and their future. These include programmes such as Enabling Enterprise, Work Week etc.
- All pupils from years 1 – 6 are encouraged to develop their independent research skills through completing projects related to their class topic every half term.

8. The approach to teaching children and young people with special educational needs:

Pupils at Grange Primary School access a broad and balanced curriculum, adapted to meet their individual needs. All pupils will access:

- High quality teaching and learning
- A differentiated curriculum – work set at the relevant level for each pupil.
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Assessment for learning – the teacher uses strategies such as questioning to identify the level every child is working at in each lesson.
- Personalised target setting – targets are set for maths and literacy to move children forward in their learning.
- Breakfast club, lunchtime clubs, after school clubs, educational visits and residential visits.

In addition to the above, some pupils with additional SEN needs will access:

- Targeted interventions and support matched to their need – this could include extra maths or literacy groups, social skills groups, communication groups, life skills groups etc.
- Individualised target setting – these targets are personal to the child, and may be around any area, not just maths or literacy.
- Personalised progress tracking and assessment of need – the pupil's needs and progress are tracked and reviewed regularly.

- Access to flexible working groups – groups may change as and when needed to accommodate the needs of individual pupils.
- Access to additional adult support for specific tasks – e.g. a pupil who struggles in maths may get extra support just for maths lessons.
- Access to specialist services – e.g. a referral to the dyslexia team.

Finally, a few pupils with complex or significant needs will access:

- A personalised timetable – a pupil may not follow the same timetable as the rest of their class, they may have a specific timetable matched to their needs.
- Access to specialist services and therapists - e.g. speech and language service, occupational therapy services, educational psychologist etc.
- Access to specialist programmes, developed by specialist services.
- High levels of adult support and small group working – this may include 1:1 adult support.
- Access to adapted resources specific to the pupil's need – e.g. using visual supports for those with autism, the sensory room for those with sensory difficulties or behaviour concerns, vocabulary boards/colourful semantics for pupils developing their communication skills etc.

9. How adaptations are made to the curriculum and the learning environment of children and young people with special educational needs:

The Curriculum

- All class teachers are teachers of all pupils, regardless of need, and ensure that their pupils are included in all aspects of class and school life.
- All children are given access to the curriculum, at their own level.
- The class teacher ensures they plan work and classroom activities that are scaffolded fully to meet the needs of every child within their class.
- The SLT monitors planning, and provides specific support as required or requested.
- Strategies offered to children to facilitate their access to the curriculum are evident in IEPs or class provision maps.
- IEPs are shared with parents and children, as appropriate, to provide ownership of their own learning.
- The class teacher monitors access through observation, assessing work and discussions with the children.
- This enables teachers to determine whether the curriculum has successfully been matched to a specific pupil's needs, or whether further arrangements are required.
- Pupils with more complex or significant needs are referred to outside agencies, they provide advice and guidance on how to adapt the curriculum for these pupils.

In addition to the above the curriculum is adapted to support our SEN pupils through:

- Small intervention groups for literacy and numeracy.
- 1:1 sessions for literacy and numeracy.

- Specific, tailored programmes for individual pupils.
- Speech and language/communication groups.
- Social skills groups.
- Behaviour support groups.
- Extra support in class for specific areas of difficulty.
- 1:1 support in class for pupils with more complex or significant needs.
- A tailored and individualised curriculum for pupils with more significant needs, matched to their level of development and next steps in learning.

The Learning Environment

The building is designed to support all SEND pupils through:

- The school is all on one level and all areas are accessible to all children and adults.
- Each classroom in Foundation Stage and Key Stage 1 has its own toilets and cloakroom area allowing access for all children.
- Key Stage 2 classes share toilet facilities on the KS2 corridor.
- There is one toilet area that is suitable for wheelchair users, including a shower unit, rails and sink etc. at an appropriate height.
- These areas are also suitable for the personal care needs of children, including changing clothes.
- Changing mats have been purchased and are available for SEN pupils who need to be changed.
- Braille signs are located around the school to label different rooms.

Each classroom has resources to support SEN pupils:

- Access to the curriculum is gained through good classroom management and by the appropriate allocation of resources.
- The resources are organised in such a way so that they are accessible to everyone.
- Class teachers consult Miss Eva if they feel specialised/specific resources are required to support the children's access to the curriculum, and their learning.
- The school purchases and provides resources to meet the individual needs of all children, this could include items such as:
 - Visual timetables or objects of reference.
 - Work stations.
 - Photographs on drawers or areas of the classroom etc. to enable children to access resources independently.
 - Specialised stationary such as pencil grips, adapted rulers, dual control scissors, special pens/crayons etc.
 - Specialised equipment such as wobble cushions to sit on, sloped boards to complete writing tasks, non-slip mats for writing etc.
 - I pads and laptops are used to provide an alternative method of recording, for specific apps or programmes designed for use with SEN children, for photographing/filming evidence etc.
 - Practical resources are used throughout lessons to aid with pupil's understanding.

- Soft play equipment for pupils with more complex or significant needs.
- The school has a sensory room which can be used in small groups or 1:1 to develop the learning of all pupils across the school.
- Special diets have been arranged for those with allergies/dietary requirements.
- Staff have received training to administer medicines for specific children with medical requirements.

10. The expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured:

Staff in the school are regularly trained in all areas of the curriculum, including specific SEN training. Examples of such training include:

- The school's IM has undertaken and passed the National Award for SEN Coordination. She also has a master's degree, with her dissertation having been focused around SEN. She continues to complete many other courses regarding supporting SEN pupils as part of her Continuing Professional Development.
- The IM attends regular SEN network meetings with the local authority where new information or advice is provided. This is then shared with staff in the school.
- All teachers are qualified, their teacher training includes training to work with all pupils, planning for all needs.
- Teachers follow a Continuing Professional Development Programme that includes further training in supporting SEN.
- There is regular training held in school, led by the IM and/or outside agencies.
- Staff attend specific training courses relevant to pupils they are working with directly that year, this could include training about autism, signalong, communication, complex needs, behaviour, SEN conferences etc.
- Specifically, all support staff have received training around how to support pupils with Autism Spectrum Disorder (ASD) through the use of visuals, using sensory stories, using iPads as a tool for communication, Signalong, Numicon.
- Staff attend courses to be trained to deliver specific intervention programmes e.g. 1:1 phonics tutoring, Freshstart etc.
- Currently the school has a buy in speech and language therapist who has delivered whole school training around developing a communication friendly classroom. She has also provided specific training for individual support staff to enable them to deliver speech and language programmes in the school.
- Specific training is arranged when necessary, for example, when the new sensory room was built all staff were trained on how to plan for and use it successfully.
- When a pupil is referred to an outside agency, training is provided by that agency to ensure staff are trained to deliver specific programmes.
- Staff undergo training for specific medical concerns as the need arises (including EpiPen training), this is refreshed annually/every two years, based on the advice from the medical services.

- Staff share their expertise gained from training with their colleagues by observation, discussion and meetings.

At Grange Primary School, we have access to the following specialist services to support our SEND pupils:

- Speech and language service, who work with children with communication, understanding or language difficulties. This currently includes a buy in speech and language therapist for one day a week.
- Occupational Therapy service, who can create programmes to support children in their motor skills, toileting, movement etc.
- Physiotherapy service, who can support pupils with their physical development.
- Language, Communication and Interaction Service (LCIS), who work with children with a diagnosis of ASD.
- Complex needs and dyslexia service (CNDS), who work with children who have complex needs, and/or assess children for dyslexia/dyscalculia, including creating programmes to support them.
- Behaviour Support Service (BSS), who work with children with particularly challenging behaviour.
- Sensory service, who support pupils who have a hearing or visual impairment.
- Educational Psychology service (EPS), who can help schools to identify how they can support children with specific emotional, cognitive or behaviour difficulties.
- Child Development Centre (CDC), who can assess children who are not developing in line with their peers. This service also assesses and works with children with ASD.
- Developmental Advisory Clinic (DAC), who can assess children who are not developing in line with their peers.
- Child and Family Consultation Service (CFCS), who can support individual children with particular emotional concerns and/or their families. This service also assesses and works with children with Attention Deficit Hyperactivity Disorder (ADHD).
- School Nurse, who work with parents and children that have care plans or health needs.
- Community Nursing Team, who work with children with more complex health concerns.
- Specialist nurses e.g. from Great Ormond Street, who can support with ensuring the needs of specific children are being fully met.
- Special schools / Resourced provision, who can provide advice, strategies, equipment or part time placement to support individual pupils.
- Social services, who can provide support for families or protection for pupils.
- Newham Parent Partnership, who can support parents with a variety of topics.
- Community Links, who can provide advice and support to families, as well as holiday clubs, after school activities etc.
- Voluntary agencies or charities, e.g. Aiming High, who can support both the school and the parents in meeting the child's needs.

11. Evaluating the effectiveness of the provision made for children and young people with special educational needs:

The progress of all children is monitored regularly, as detailed above in point 6. This enables the school to monitor the impact of extra support on a child's learning. Should the extra provision not be effective, alternative methods of supporting the pupil will be implemented, in discussion with the pupil, parents, class teacher and outside agencies.

12. Details of extra-curricular activities that are available for pupils with SEND, and how pupils with SEND are enabled to engage in these:

- All pupils are included throughout every aspect of the school curriculum.
- All SEN pupils attend educational visits along with their class, and are invited to attend breakfast club, after school clubs, residential visits to Fairplay house and holiday activities.
- Arrangements are made to ensure enough qualified staff are present during these activities to ensure the safety of all pupils. This includes any pupils with medical needs.
- If a SEN pupil is unable to access a residential visit due to a high level of need, they are invited to attend for the day instead.
- Pupils with more complex or significant needs attend off site swimming, soft play, horseriding and life skills sessions.
- Ms Apps (Family Support Worker) and Mr Holland (Learning Mentor) also make referrals for SEN pupils to weekend and holiday clubs, to provide the families with extra support.

13. How the school supports pupils' overall well-being and contributes to their emotional and social development; how it listens to the views of children and young people with SEND and the measures it takes to prevent bullying:

- At Grange Primary School we believe all children, regardless of need, are entitled to develop to their fullest potential.
- The well-being of all pupils, regardless of need, is the responsibility of all school staff, in partnership with parents. (Please see the school's Spiritual, Moral, Social and Cultural (SMSC) policy for more information).
- All pupils, including those with SEND, follow a PSHE and a PE curriculum.
- Each week a focus from the PSHE curriculum is celebrated in good work assembly.
- There is a behavior Code of Conduct followed by all staff, to ensure consistency.
- Achievement in all areas and of all types is valued throughout the school, celebrated in weekly Good Work assemblies and an 'Our Achievements' display board.
- The school employs a Learning Mentor and Family Support Worker who work with pupils and families across the school to support their well-being.
- They run group interventions to support pupils' self esteem, social skills, friendship skills, etc., and carry out one to one support work as necessary.

- They also run many initiatives such as Triple P (a parenting programme focused around positive behaviour management), workshops for parents, 'Grange Interchange' – a group for parents of SEN pupils, organising after school, weekend or holiday clubs for SEN/vulnerable pupils.
- The Learning Mentor works with any looked after pupils in the school, completing and reviewing Personal Education Plans with them.
- The inclusion room has an 'open door' policy where the children and/or parents can drop in and speak to a member of staff at any time if they have any concerns or worries.
- There is a display board in the hall which details members of staff the children can speak to if they have a concern, including a photograph of the learning mentor.
- Incidents of bullying or racism are taken very seriously and are dealt with promptly. Please see our anti – bullying policy.
- During anti-bullying week we have a series of activities/workshops to raise awareness.
- We also support awareness days for various SEN e.g. ASD awareness, GDD awareness.
- Pupils are well supported on entry and exit, with transition plans put in place where necessary, please see point 7 above.
- A variety of extra curricular activities are offered, all pupils are invited to attend these. Please see point 12 above. For a list of clubs please speak to Ms Apps, family support worker or Mr Holland, learning mentor.
- The school has a steering committee for extra curricular clubs, which is held twice a year. This involves pupils, parents, non teaching staff, the family support worker and the deputy head.
- The Family Support Worker runs a gardening club for SEN pupils in the summer term.
- Family clubs are also run throughout the year e.g. science club, gardening club, for parents to attend with their children.
- Many educational visits are offered throughout the year, linked to the children's topics, all pupils, regardless of SEND, attend these.
- Pupils have the opportunity for residential visits in years 4, 5 and 6, all pupils, regardless of SEND, are invited to attend these.
- Healthy eating is encouraged through balanced school meals, fruit or vegetable snacks for the younger children and the option of milk at lunchtimes. We also support Healthy Eating week.
- Healthy eating workshops, and not wasting food workshops, have been held for parents and pupils.
- Nutritionists have visited the school, who met with both parents and pupils, running workshops.
- The school nurse runs sessions for pupils on areas such as Keeping Active, Hand Washing and Healthy Eating.
- The school nurse is here each Monday afternoon, parents can make an appointment to meet with her through Miss Eva.
- We are a 'Bike it' school, encouraging pupils to cycle to school. This includes running workshops, having bike maintenance sessions and entering competitions.

- The Family Support Worker runs an eco-club once a week, focused around the environment and reduce – reuse – recycle.
- The school holds e-safety workshops for both pupils and parents. We also support e-safety day, including inviting visitors into school, holding assemblies and workshops etc.
- We deliver programmes focused around developing children’s knowledge of the wider world e.g. Work Week, business days, cultural awareness day, art day.
- Specific curriculum weeks where pupils work in groups aid to develop their social skills such as science week, book week, maths week etc.
- The school has a School Council which meets regularly. Its members are rotated frequently and voted for by classmates.
- School council hold discussions with the rest of their class prior to meetings to receive any suggestions about improvements/changes they would like in the school. They also feedback information from meetings to the rest of the class.
- Other projects are run as necessary, e.g. the resilience project from the Educational Psychology service, working with agencies such as Conflict and Change, the Jimmy Mizzen project.
- Pupils with challenging behaviour are supported, in partnership with parents, in a variety of ways. This includes the use of individual behaviour plans, reward charts, personal support plans. Pupils are involved in meetings to gain their views. Outside agencies are also involved as necessary e.g. CFCS, the EPS, the BSS.
- Each month a well-being meeting is held to share any concerns about vulnerable pupils, including any attendance concerns, and to plan a course of action. This involves the headteacher, the Inclusion Manager, The Family Support Worker and the Learning Mentor. The school nurse is invited as required.
- As appropriate, SEN pupils attend their IEP, and annual review meetings where their views are listened to and included.

14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s special educational needs and supporting their families:

Please see point 10 above for a full list of support and specialist services that Grange Primary School accesses to ensure the needs of SEN pupils and their families are met.

15. The contact details of support services available for parents of children and young people with SEN:

Newham Parent Partnership Service

The Web Building
 Ground Floor
 49-51 Broadway
 Stratford
 London

E15 4BQ

Tel: 020 3373 2871 or 020 3373 2869

16. Details of the school's contribution to the local offer and where Newham's local offer is published:

Grange Primary School developed its local offer after consultation with the local authority, parents and pupils.

Please click [here](#) to access the school's local offer.

To access Newham's local offer please visit

<http://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

17. Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEN:

All the arrangements identified in this document and both the school's and Newham's local offer also apply to pupils looked after by the local authority who have SEND. Further to this:

- Grange has a nominated person who acts as an advocate for looked after pupils to ensure they are not disadvantaged in any way and that their particular needs are met.
- Currently, this nominated person is Mr Holland, the Learning Mentor. He will also meet with Miss Eva, the Inclusion Manager, to ensure the pupil's SEND needs are being met effectively.
- Personal Education Plans are drawn up for looked after pupils, including views from the pupils, the school and other relevant parties such as carers.
- These are regularly reviewed to ensure the pupil is making good progress both academically and socially/emotionally, and that the child is not in any way disadvantaged. Should any issues arise, steps are put in place to address these.

18. Additional support for learning that is available to children and young people with SEND:

- The amount of additional support provided for SEND pupils varies for each individual, and is based on the needs of the pupil.
- Miss Eva, in liaison with the class teacher and head teacher, decides how much intervention or extra support is provided for each SEN pupil.
- Miss Eva will also liaise with outside agencies regarding recommended extra support for specific pupils.
- Decisions are based on the progress the child is making and any particular areas of difficulty.
- The child's needs are also taken into consideration, with more support being provided for those pupils with more complex or significant needs.

- This support is then reviewed regularly both through informal discussions and termly SEN review meetings.
- Please see point 9 and 10 above for more specific information on additional support provided in school and outside agencies.

19. How equipment and facilities for children and young people with SEND are provided:

Any equipment or facilities that have been recommended and are deemed to be reasonably needed by pupils with SEND will be provided, please see point 9 for some specific examples. These resources may be secured through:

- the school's own SEN budget (e.g. buying resources for intervention programmes, creating visual timetables, sensory resources, buy in speech and language therapist).
- High Needs funding from the local authority for specific pupils with more complex or significant needs (e.g. high level of adult support, funding activities such as swimming, horse riding).
- provided by outside agencies/services.

20. Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school:

- In the first instance parents should speak to their child's class teacher, who will always try to assist them with their concerns.
- Should the class teacher feel they are unable to answer an issue completely, or the parents feel their query has not been dealt with fully then the parents will be directed to Miss Eva, the Inclusion Manager.
- Should parents still feel not entirely happy with the response then they can contact the head teacher. Please see the school's handling complaints policy for more information.
- Parents may also wish to seek advice from Newham Parent Partnership, please see point 15 for their details.

21. The arrangements for the admission of disabled persons as pupils at the school:

Grange is an inclusive school, and the admission arrangements for disabled pupils or those with medical needs are the same as for all pupils. All reasonable adjustments are made to ensure their needs are met. Please see the school's admissions policy for more information.

22. The steps taken to prevent disabled pupils from being treated less favourably than other pupils:

All pupils at Grange Primary School are treated equally, regardless of need. The steps that are taken to ensure this occurs include:

- There is a whole school ethos that all pupils are treated equally; all staff follow this view, and it is expected of the children and parents also.
- Pupils with a disability are included in all aspects of school life. This includes the curriculum adapted to meet their needs, attending extra curricular clubs, creating new clubs to meet their needs etc. For example, previously a braille club was created to support a visually impaired pupil.
- All reasonable adjustments are made to ensure pupils' full inclusion. For example, referring to outside agencies e.g. the sensory service/OT/physiotherapy to ensure all resources are available to meet pupils' needs, ensuring staff are trained prior to a child starting school to ensure their admission is not delayed etc.
- Disabled pupils are able to access all off site visits and residential trips, with adapted activities and arrangements carefully planned to meet their needs.
- Assemblies are held that celebrate differences.
- Our PSHE curriculum teaches about differences and valuing the individual.
- We support anti bullying week and have a robust anti bullying policy.
- Staff undergo regular training as part of their continued professional development. When a child with a specific disability or need is admitted, staff working directly with that pupil undertake further training.
- Regular monitoring is undertaken by the senior leadership team to ensure all pupils' needs are being catered for throughout lessons, and the wider school environment.
- When appropriate referrals are made to outside agencies for advice and support, to ensure the needs of all pupils are met.

23. The facilities provided to assist access to the school by disabled pupils:

Please see point 9, the learning environment.

24. The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 to the Equality Act 2010):

Please click [here](#) to access the school's accessibility plan.

Agreed by Governors: June 2016

Review Date: June 2017

Glossary of terms

- ADHD – Attention Deficit Hyperactivity Disorder
- ASD – Autism Spectrum Disorder
- BSS – Behaviour Support Service
- CDC – Child Development Centre
- CFCS – Child and Family Consultation Service
- CNDS – Complex Needs and Dyslexia Service
- DAC – Developmental Advisory Centre
- EPS – Educational Psychology Service
- GDD – Global Developmental Delay
- HNF – High Needs Funding
- IEP – Individual Education Plan
- IM – Inclusion Manager
- IPC – International Primary Curriculum
- LCIS – Language Communication and Interaction Service
- OT – Occupational Therapy
- P4C – Philosophy for Children
- PE – Physical Education
- PSHE – Personal, Social, Health and Economic Education
- QFT – Quality First Teaching
- SENCO – Special Educational Needs Co-ordinator
- SEND – Special Educational Needs and Disability
- SEN – Special Educational Needs
- SLT – Senior Leadership Team
- SMSC – Spiritual, Moral, Social and Cultural development