

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

### September 2022

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

All staff at Grange Primary School aim to ensure that:

- A child with SEND has their needs met.
- The view of the child is listened to and included in planning support.
- There is partnership with parents/carers in the education and planning for their child; their views are taken into account.
- All barriers to learning are removed so that children with SEND are provided with a broad, balanced and relevant education.
- We have the highest aspirations for all pupils and promote high expectations.
- All pupils with SEND develop the skills to be independent learners, preparing them effectively for adulthood.

We firmly believe that:

- All children should have equal opportunities and develop to their full potential.
- Any prejudices towards people with disabilities need to be identified and challenged.
- Issues of disability and special needs should be discussed within the school with both staff and pupils.
- All children are entitled to have access to every aspect of school life; reasonable adjustments are made where needed.
- Work with outside agencies and services to ensure the best possible education and well-being for all the children in our school, is essential
- Staff understand that all pupils may, at some time, have temporary educational difficulties and know how to support children with these.
- All staff are responsible for identifying possible SEND and passing this on to the SENco as soon as possible.
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SEND policy

Equality and Diversity  
Policy

Accessibility Plan/Policy

Newham's local offer

**Name of the SEND Coordinator: Ms. G James**

**Contact details: 02074765146**

## The levels of support and provision offered by our school

### **ALL pupils will access:**

- High quality teaching and learning
- A differentiated curriculum – work is set at the right 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 club, after school clubs and educational visits

### **Some pupils with additional SEN needs will access:**

- Targeted interventions and support matched to their need – this could include
- extra maths or English 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 English.
- 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. referral to the dyslexia team.

### **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 evidence based specialist programmes – these will be provided or suggested by the above services.
- High levels of adult support and small group working – this may include 1:1 adult support.
- Adapted resources specific to the pupil's need – e.g. using visual supports for those with autism, touch typing for visually impaired etc.

## 1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children 	Additional, targeted support and provision (For pupils on the SEND register) 	Specialist, individualised support or provision (For SEND children with a higher level of need) 
<ul style="list-style-type: none"> <li>• Our school council members are chosen by other children in their class and meet regularly to discuss their representative's views</li> <li>• A worry box is available for all children to access and post worries they wish to discuss</li> <li>• Play buddies are visible in the playground to listen to the concerns of others</li> <li>• Mr. Manneh and Ms. Mace (members of the inclusion team) are always available for children to talk to</li> <li>• Debating and other forms of discussion are used in class to gain the views of children</li> <li>• Children talk about their own learning using the language of SOLO taxonomy.</li> <li>• Children discuss their peers' learning in lessons</li> <li>• All school staff involve pupils in their learning through discussing their progress and next steps (see marking policy)</li> <li>• Class teachers meet with pupils to talk about their targets</li> </ul>	<ul style="list-style-type: none"> <li>• Our learning mentor (Ms. Mace) meets with groups of children</li> <li>• Children have the opportunity to work in groups to talk about their concerns</li> <li>• When a child has extra support in a group (intervention group), they are involved in talking about the aims and their progress</li> <li>• Pupils with Learning Support Plans (LSPs) are involved in setting and reviewing their own targets</li> </ul>	<ul style="list-style-type: none"> <li>• Our learning mentor (Ms. Mace) meets with individuals</li> <li>• Children can work individually with a trained member of staff to talk about their concerns</li> <li>• Where possible, pupils with Learning Support Plans (LSPs) are involved in setting their own targets</li> <li>• Pupils attend and give their views in their annual review. Resources such as visuals aids are used to support them</li> </ul>

## 2. Partnership with parents and carers

Whole school approaches The universal offer to all children 	Additional, targeted support and provision (For pupils on the SEND register) 	Specialist, individualised support or provision (For SEND children with a higher level of need) 
<ul style="list-style-type: none"> <li>• The school has a learning mentor who works engages with parents. Coffee mornings will run at least once a month</li> <li>• Staff are available in the playground at the start and end of the school day</li> <li>• The school has an open-door policy; parents can talk to staff in the playground or make an appointment to meet the inclusion team whenever they are available</li> <li>• Any parent can speak to Ms. James if they are worried about their child's learning or behaviour</li> <li>• When a teacher has a concern about a child they talk with the parents to gain their views</li> <li>• Informal meetings with teachers can be arranged</li> <li>• Parents' evenings take place 3 times a year</li> <li>• Parent questionnaires and parent view provides an opportunity for parents to share their thoughts about the school</li> </ul>	<ul style="list-style-type: none"> <li>• LSPs are written for children who are on the SEND register. These are shared with parents and parent views are included</li> <li>• When LSPs are reviewed, parents are involved and new targets are planned together</li> <li>• A copy of the child's LSP is given to parents so they can support the child at home</li> <li>• Home/school books are given out when needed</li> <li>• Meetings with specialist trained staff from outside agencies to share findings and strategies/programmes</li> <li>• Meetings/assessment with the school's buy in speech and language therapist</li> <li>• Extra meetings are arranged whenever needed, this can be by either school, parents or other agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Regular discussions between parents and support staff</li> <li>• An annual review meeting to set long and short-term targets</li> <li>• Specific programmes are shared with parents so they can support their child at home. These are sometimes modelled to parents</li> <li>• 'Grange Interchange', a parents group to support parents of SEN children This can include inviting in agencies e.g. parent partnership, to provide information</li> <li>• Transition books to share with their children over the holidays</li> <li>• Resources are created to share with their children at home e.g. social stories, visual timetables, emotions keyrings etc.</li> <li>• Signposting parents to other places for support e.g. Newham's National Autistic Society</li> <li>• Providing parents with information</li> </ul>

<ul style="list-style-type: none"> <li>• An annual report is given to parents about their child's attainment and progress.</li> <li>• Parents are invited to attend a range of virtual workshops e.g. for phonics, maths, English etc., working alongside their children</li> <li>•</li> </ul>		<p>regarding weekend/holiday clubs e.g. Discover SEN sessions</p>
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### 3. The curriculum

Whole school approaches. The universal offer to all children	Additional, targeted support and provision (For pupils on the SEND register)  	Specialist, individualised support or provision (For SEND children with a higher level of need)  
<ul style="list-style-type: none"> <li>• All pupils, regardless of need, are included in all aspects of class and school life</li> <li>• This includes educational visits, after school clubs, breakfast club etc.</li> <li>• A broad and balanced curriculum is provided throughout the school</li> <li>• The curriculum is topic based to help children make links in their learning</li> <li>• All children are involved in all lessons, at their own level</li> <li>• The class teacher plans work and classroom activities that meet the needs of every child in their class</li> <li>• The Senior Leadership Team (SLT) monitor planning, and lesson delivery targeting support where needed</li> </ul>	<ul style="list-style-type: none"> <li>• Small intervention groups for English and maths</li> <li>• 1:1 sessions for English and maths.</li> <li>• Specific programmes for individual pupils</li> <li>• Speech and language/communication groups.</li> <li>• Social skills groups</li> <li>• Behaviour support groups</li> <li>• Extra support in class for specific areas of difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• A personalised curriculum matched to their needs</li> <li>• This can include using the sensory room, soft play, swimming, horse riding and life skills</li> <li>• Ms. James and class teachers may work with specialist agencies to help to develop the personalised curriculum.</li> <li>• Accessing specific programmes e.g. occupational therapy, speech and language etc.</li> <li>• Referrals are sometimes made to weekend and holiday clubs to provide families with the extra support needed</li> </ul>

## 4. Teaching and learning

Whole school approaches The universal offer to all children 	Additional, targeted support and provision (For pupils on the SEND register) 	Specialist, individualised support or provision (For SEND children with a higher level of need) 
<ul style="list-style-type: none"> <li>• High quality teaching and learning.</li> <li>• Resources are used to help support children's learning e.g. real objects, pictures, number lines etc.</li> <li>• A differentiated curriculum as needed – work set at the right level for each pupil.</li> <li>• Reasonable adjustments to the environment and equipment are made for pupils with disabilities.</li> <li>• Assessment for learning – the teacher asks questions and talks to children to check their understanding in every lesson.</li> <li>• Assessments are then used to help the teacher to plan the next set of lessons.</li> <li>• Children reflect on their learning in every lesson.</li> <li>• Targets are set for maths and literacy to move children forward in their learning.</li> <li>• Specialist teachers for P.E. and art lessons.</li> <li>• Breakfast club, lunchtime clubs, after school clubs and educational visits.</li> <li>• The Senior Leadership Team (SLT)</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted groups and support matched to their need – this could include extra maths or literacy groups, social skills groups, communication groups etc.</li> <li>• Groups may change as and when needed to match the needs of pupils.</li> <li>• LSPs with personal targets – these may be around any area, not just maths or literacy.</li> <li>• Pupils' needs and progress are reviewed regularly by the class teacher and Ms. James</li> <li>• Additional adult support for specific tasks – e.g. a pupil who struggles in maths may get extra support just for maths lessons.</li> <li>• Access to specialist services – e.g. a referral to the dyslexia team.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Access to specialist services and therapists - e.g. speech and language service, occupational therapy services, educational psychologist etc.</li> <li>• Access to specialist programmes, developed by specialist services.</li> <li>• High levels of adult support and small group working – this may include 1:1 adult support.</li> <li>• 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.</li> </ul>

monitors learning and teaching, including modelling and giving support when needed.

## 5. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children 	Additional, targeted support and provision (For pupils on the SEND register) 	Specialist, individualised support or provision (For SEND children with a higher level of need) 
<ul style="list-style-type: none"> <li>• All pupils, including those with SEND, follow a PSHE and a PE curriculum.</li> <li>• There is a behaviour policy and followed by all staff, to ensure consistency</li> <li>• Achievements are celebrated in weekly Good Work assemblies</li> <li>• We have a Learning Mentor and Family Support Worker who work with pupils and families across the school to support their well-being</li> <li>• The inclusion team have an 'open door' policy where children or parents can drop in to speak to a member of staff</li> <li>• 'People who help us' are displayed around the school so children know who they can talk to if they are worried about anything</li> <li>• Incidents of bullying or racism are taken very seriously and dealt with promptly. (Please see our anti – bullying policy.)</li> <li>• Anti-bullying activities/workshops are used to raise awareness</li> <li>• We support awareness days for various SEND e.g. ASD awareness, GDD awareness</li> <li>• A variety of extra-curricular activities are offered, all pupils are invited to attend these</li> <li>• Many educational visits are offered throughout the year, all pupils attend these</li> <li>• 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.</li> <li>• The school nurse is available remotely for support with training and care plans</li> <li>• The school encourages e-safety throughout the curriculum and assemblies. We also provide workshops for parents.</li> <li>• We aim to develop children's knowledge of the wider world e.g. Black History, Careers Week planned for the spring term, cultural awareness day and by raising money for a variety of charities</li> </ul>		<ul style="list-style-type: none"> <li>• The family support worker runs workshops for parents including Triple P (a parenting programme), 'Grange Interchange', curriculum workshops.</li> <li>• Pupils with challenging behaviour have individual behaviour plans, reward charts and personal support plans.</li> <li>• Behaviour and wellbeing specialists are also involved, as needed e.g. CFCS, the EPS, and the BSS.</li> <li>• The learning mentor runs groups to support pupils' self-esteem, social skills, friendship skills, etc., and carry out one to one support work as needed.</li> <li>• The Learning Mentor works with any looked after pupils in the school, completing and reviewing Personal Education Plans with them.</li> </ul> <p>N.B. All the information given in this document also apply to pupils looked after by the local authority who have SEND.</p>

- The school has a School Council which meets regularly with the Deputy Head.
- Well-being and safeguarding is discussed in meetings and actions put into place

## 6. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children 	Additional, targeted support and provision (For pupils on the SEND register) 	Specialist, individualised support or provision (For SEND children with a higher level of need) 
<ul style="list-style-type: none"> <li>• All pupils are kept safe in school.</li> <li>• Any health and safety concerns are immediately reported to the site supervisor.</li> <li>• The school is all on one level; all areas are accessible to both children and adults.</li> <li>• Each classroom in Early Years and Key Stage 1 has its own toilets and cloakroom area allowing access for all children.</li> <li>• Key Stage 2 classes share toilet facilities on the KS2 corridor.</li> <li>• Classrooms are laid out so all children can fully access them.</li> <li>• The resources are organised so they are accessible to everyone.</li> <li>• Inviting display boards with children's work create a positive learning environment both in the classrooms and corridors.</li> <li>• Work from children of all abilities is</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers speak to subject leaders or Ms. James if they think specific resources are needed to support the children's learning.</li> <li>• The school buys and makes resources to meet the individual needs of all children, this could include:               <ul style="list-style-type: none"> <li>○ Visual timetables.</li> <li>○ Photographs on drawers or areas of the classroom so children know where to find different things.</li> <li>○ Specialised stationary such as pencil grips, adapted rulers, dual control scissors, special pens/crayons etc.</li> <li>○ I pads and laptops can be used instead of children completing hand written work.</li> <li>○ Practical resources are used throughout lessons to aid with pupil's understanding.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is one toilet area that is suitable for wheelchair users, including a shower unit, rails and sink etc. at an appropriate height.</li> <li>• These areas are also suitable for the personal care needs of children, including changing clothes.</li> <li>• Braille signs are located around the school to label different rooms.</li> <li>• Care plans are created for children with long term medical conditions.</li> <li>• Special diets can be given for those with allergies/dietary requirements.</li> <li>• Staff receive training to support these children, including giving medications when needed.</li> <li>• Further to the resources already listed, school may buy or make:               <ul style="list-style-type: none"> <li>○ Visual timetables or objects of reference.</li> <li>○ Work stations.</li> <li>○ Specialised equipment such as</li> </ul> </li> </ul>

displayed.	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<p>Wobble cushions to sit on, sloped boards to help when doing written tasks, non-slip mats for writing etc.</p> <ul style="list-style-type: none"> <li>○ Specific apps and programmes on Ipads and laptops designed for use with SEN children.</li> <li>○ Soft play equipment and trampolines.</li> </ul>
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## 7. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision (For pupils on the SEND register)</p> 	<p>Specialist, individualised support or provision (For SEND children with a higher level of need)</p> 
<p><i>For transition to or from Grange:</i></p> <ul style="list-style-type: none"> <li>• There is close contact between staff at Grange and the other school</li> <li>• Reports, records and data are shared between Grange and the other school</li> <li>• Before starting at Grange, parents and the child are invited to an admissions meeting and given a tour of the school</li> <li>• Staff ask about important information to make sure the transition is as smooth as possible</li> <li>• A buddy system is used to help children settle in</li> <li>• All important information about the new child is shared with the class teacher and</li> </ul>	<p><i>For transition to or from Grange:</i></p> <ul style="list-style-type: none"> <li>• LSPs are shared with the new school as well as any reports or programmes from specialist agencies</li> <li>• Information is shared about strategies and resources in use to support the child</li> <li>• Ms. James arranges a transition meeting every year with SENCOs from the secondary schools in Newham. Key information about SEND pupils is shared</li> <li>• When a child with SEND transfers to Grange, the attendance officer or Ms. James speaks to the SENCO of</li> </ul>	<p><i>For transition to or from Grange:</i></p> <ul style="list-style-type: none"> <li>• Transition visits will be set up; parents are encouraged to attend these</li> <li>• When a child is coming to Grange, the school SENCO or another member of staff will visit the child in their current school/nursery</li> <li>• When a child is going to a new school staff from there are encouraged to attend Grange to meet the child in this setting</li> <li>• Transition books are created with photos to help the child recognise important new people and areas of the school</li> </ul>

<p>SLT</p> <p><b>For transition within Grange, to a new class:</b></p> <ul style="list-style-type: none"> <li>• Transition meetings are held between the class teachers in Grange to share information about the children in the class.</li> <li>• Children visit their new class room and meet their new teacher and support staff.</li> <li>• Parents are informed of their child's new teacher before the summer</li> <li>• They meet their child's new teacher in the first two weeks of September during induction meetings</li> </ul>	<p>the previous school to gain more information</p> <ul style="list-style-type: none"> <li>• This includes requesting LSPs and reports etc. for the child</li> <li>• Any specialist programmes or resources the child had at the previous school are used at Grange</li> </ul> <p><b>For transition within Grange, to a new class:</b></p> <ul style="list-style-type: none"> <li>• A member of the SLT meets with the class teacher and support staff to share information about SEND pupils</li> <li>• LSPs are shared with new staff</li> <li>• Specialist programmes are shared with the new staff, including how they can support the child in the classroom</li> <li>• Specialist resources are moved to the new classrooms</li> <li>• New staff are trained as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Other plans are put in place as needed e.g. a staggered start</li> <li>• A transition programme is put in place for children moving to secondary school</li> </ul> <p><b>For transition within Grange, to a new class:</b></p> <ul style="list-style-type: none"> <li>• The learning mentor meets with pupils, as needed, to help prepare them for the changes to the next school year.</li> <li>• These sessions are then continued in September to aid pupils with settling back into school and a new class.</li> <li>• A transition book is made with photos of important people and places in school.</li> <li>• Support staff meet with each other to share information.</li> <li>• Extra visits to the new classroom and to meet new staff are arranged.</li> <li>• Other arrangements are made as necessary, e.g. school dinner trays are borrowed and used at home to prepare for staying to school lunches etc.</li> </ul>
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## 8. Preparing pupils for adulthood

<p>Whole school approaches The universal offer to all children</p>	<p>Additional, targeted support and provision (For pupils on the SEND register)</p>	<p>Specialist, individualised support or provision (For SEND children with a higher level of need)</p>
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- Pupils are encouraged to make choices from an early age
- All children in the school express their views through activities such as class discussions, debating, school council etc.
- Pupils are encouraged to develop and maintain friendships. Social groups are run for pupils who find this difficult
- Pupils are encouraged to develop working relationships through partner work, group work, class projects etc.
- The Personal, Social, Health and Economic (PSHE) curriculum (Jigsaw), followed by all, prepares pupils for later life
- Children are taught 'British Values', teaching them about the law, democracy, tolerance and respect
- Pupils are taught to be independent from a young age, and to develop basic self-help skills such as toileting, eating, dressing etc.
- Special events are run to encourage high aspirations for work and the future. These include programmes such as Enabling Enterprise, encouraging children to think about what they would like to do in the future
- All pupils develop their independent research skills through completing projects and homework related to their class topic every half term

- Resources such as pictures and objects are used to help pupils with limited communication to express their views and include them in decision making.
- Extra support is given to teach basic life skills e.g. a toileting reward system, a visual toileting process chart, a visual process for dressing etc.
- A life skills programme is run, including buying items from a shop, posting a letter, cooking etc.



## 9. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p>	<p>To enable targeted support and provision (For pupils on the SEND register)</p> 	<p>To enable specialist, individualised support and provision (For SEND children with a higher level of need)</p> 
<ul style="list-style-type: none"> <li>• All teachers are qualified; their teacher training includes learning how to support all pupils, planning for all needs.</li> <li>• Teachers follow a Continuing Professional Development Programme that includes further training in supporting SEND.</li> <li>• There is regular training held in school, led by the SENco and/or outside agencies.</li> <li>• Staff share their expertise with each other through observations, discussions and meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Ms. James has passed the National Award for SEN Coordination.</li> <li>• She continues to attend courses about supporting SEND pupils to stay up to date.</li> <li>• The speech and language therapist trains staff to deliver specific speech and language programmes in the school.</li> <li>• Staff attend courses to be trained to deliver specific intervention programmes e.g. 1:1 phonics tutoring, numicon, colourful semantics etc.</li> <li>• Specialist agencies train staff to deliver their programmes.</li> <li>• Staff complete training for specific medical concerns as the need arises (including EpiPen and asthma pump training).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff attend training to help them support pupils they are working with, this could include ASD training, signalong, communication, complex needs, behaviour, etc.</li> <li>• Specifically, all support staff have received training around supporting pupils with Autism Spectrum Disorder (ASD) using visuals, using sensory stories, using iPads as a tool for communication, Signalong, Numicon and colourful semantics.</li> <li>• Ms. James has attended safeguarding training and as a result is able to support pupils with SEND, to ensure SEND pupils are safe in school.</li> </ul>

## **10. How do we identify a SEND?**

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:

- makes little or no progress even when teaching is targeted to the child's area of difficulty
- has emotional and/or behavioural difficulties, which are not improved by the school's normal behaviour management techniques.
- has a sensory or physical impairment
- has communication and/or interaction difficulties, and needs specific resources/programmes so they can access the teaching/curriculum.
- these difficulties are sustained over time
- the concerns are NOT because the child has limited English

These concerns are identified through:

- Parents'/carers' and pupils' views
- Observations by the teacher and other school staff
- Assessment information including teacher assessment, SATs, diagnostic tests etc.
- Information from previous schools and Early Years settings
- Records and information from outside agencies

Once a concern has been raised, the SENco will work with the class teacher and parents to plan support, monitoring and reviewing this, including referral to a specialist if needed. Permission will be obtained from the parents/carers prior to any referrals being made.

## **11. Services and organisations that we work with:**

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 with their movement, handwriting, 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 works with parents and children that have care plans or health needs
- Community Nursing Team, who work with children with more complex health concerns
- Special schools / Resource 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

## **12. Pupil progress**

The school continually assesses and tracks pupils' progress, this includes:

- Daily assessment of learning, including observation, discussions with children, marking work – this gives the pupils the skills to improve their work and develop their learning/understanding.
- Half termly summative assessments – this provides statistical information on the progress of each child. This information can be used to determine whether a child is making good progress and if they are working at the expected level for a child of their age.
- The assessment used for children with a high level of SEND measures small steps of progress (the Engagement Model), rather than comparing them to national expectations.
- Termly SEN reviews between the class teacher and Ms. James, where progress is discussed.
- Targets are set and reviewed half termly for every pupil in the school.
- LSP targets are set and reviewed for pupils with SEND every term, this includes the class teacher, parent and pupil, where appropriate.

- Provision maps show the interventions that are running in the school. These are reviewed at least once a term by Ms. James and the class teacher.
- A meeting is held every half term with the class teacher and SLT to look at the progress children are making in their class. Any child that is not making progress is discussed in more detail.
- Specialist agencies regularly review the progress children make towards the targets in the child's programme.
- Annual reviews monitor pupils' progress towards meeting long term learning outcomes, these are only for pupils with a high level of need.

### **13. How we know how good our SEN provision is**

The progress of all children is monitored regularly, as detailed above. This helps SLT to monitor the impact of extra support on a child's learning. Should the extra interventions not be making a big enough improvement then a different method of supporting the pupil will be used. This will be in discussion with the pupil, parents, class teacher and outside agencies.

### **14. How we support pupils with a disability**

Grange is an inclusive school; 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. All pupils are treated equally, regardless of need. The steps that are taken to ensure this happens are:

- 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 being altered to meet their needs, attending after school clubs, creating new clubs as needed e.g. creating a braille club to support a visually impaired pupil.
- All reasonable adjustments are made to ensure pupils are fully included in school life. For example, referring to the sensory service/OT/physiotherapy to ensure we have all the resources needed to meet a pupil's needs before the child starts school.
- Disabled pupils can access all off-site visits, 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.
- Training staff regularly, updating this training when a new child starts school.
- Regular monitoring by the SLT focuses on ensuring pupils' needs are met both in and outside the classroom.

### **15. If you wish to complain**

- In the first instance parents should speak to their child's class teacher, who will always try to help 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 Ms. James or the Assistant head Mrs. Farrell
- 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:

### **0-25 Special Educational Needs and Disability (SEN) Service**

London Borough of Newham

Newham Dockside

1000 Dockside Road

London

E16 2QU

Email us:

[local.offer@Newham.gov.uk](mailto:local.offer@Newham.gov.uk)

**0203 373 0707** or email [sendiass@newham.gov.uk](mailto:sendiass@newham.gov.uk) Tel: 020 3373 2871 or 020 3373 2869

### **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
- LCIS – Language Communication and Interaction Service
- LSP – Learning Support Plan
- OT – Occupational Therapy
- PE – Physical Education

- PSHE – Personal, Social, Health and Economic Education
- SENCO – Special Educational Needs Co-coordinator
- SEND – Special Educational Needs and Disability
- SEN – Special Educational Needs
- SLT – Senior Leadership Team

### **Some of the questions asked by our parents/carers and pupils about the SEND provision in our school:**

#### ***What is a SEND?***

A child has SEN if he/she has a learning difficulty, which calls for special educational provision to be made that is 'additional' or 'different' to that provided for all children in the school. A child has a learning difficulty if he/she:

- has a significantly greater difficulty in learning than most children of the same age.
- has a disability, which either prevents or hinders the child from making use of educational facilities provided for children of the same age in the school.

#### ***What is a SENCO?***

SENCO stands for Special Educational Needs Coordinator. This is a teacher who is in charge of making sure the needs of all children with SEN in school are met. The SENCO might also be called an Inclusion Manager; Ms. James is the SENCO at Grange.

#### ***What is the role of the SENCO?***

The SENCO works with other members of staff in the school e.g. teachers or teaching assistants to identify if a child has a SEND. They then decide on the support the child needs to ensure they make good progress. This might be including them in an English or maths group, ensuring the child has extra support in their own class, providing the child with a specific programme or referring the child to an outside agency. The SENCO also ensures that the work the children are doing is at the correct level for them, and supports teachers with this. They help to assess and monitor the progress children make through meetings with teachers and teaching assistants. The SENCO also meets with parents frequently to ensure they know about the support in place for their child and the progress they are making.

### ***What is the role of the Learning Mentor?***

Their job title is Learning Mentor. Ms. Mace is available to talk to if a parent or child has something that is worrying them. He will always make himself available. If a teacher is concerned about a child in their class, they can speak to Ms. Mace who will meet with the child and sometimes the parents to see what can be done to support them. Ms. Mace also works with groups or 1:1 with some children who may need some extra time to talk about things or work through any concerns, including running social groups.

### ***Who helps a child with SEND?***

All adults in the school support all the children throughout the school with their learning, to ensure they make good progress. In the case of a child with SEND, however, a variety of people provide extra support including:

- Their class teacher - who will ensure the work set is at the correct level to ensure progress
- Learning Support staff - who may work with the child in an intervention group, or support them in class
- Ms. James - who oversees the provision and ensures it is having a positive impact on their learning and progress, academically, socially and emotionally
- Mrs. Smith and the Governors – who will oversee the work completed by Ms. James and have regular meetings with her
- Outside agencies – Ms. James may refer a child to an outside agency that has more specialist expertise to get extra advice and guidance on supporting SEN children.
- Parents – the parents of the child support them in their learning.

### ***What happens if you have a SEND and need extra help, but your class teacher is always busy with someone else?***

Any child that feels like they need extra help in school can always ask for extra support from their class teacher or any other adults working in their class. If, after speaking to their teacher, the child feels that they want to discuss their concerns further, they can speak to Ms. James or Ms. Mace. Ms. James will speak to the class teacher and discuss any concerns. She will advise in recognising methods to support the child to ensure they make good progress. These may include altering the way the lesson is taught, breaking the work down into smaller chunks, providing extra adult support during specific parts of the lesson etc.

### ***Who sets up all the groups in school?***

Ms. James meets with various members of staff, including the teaching assistants, the class teachers, and Mrs. Smith to discuss the progress of various pupils. From this information, Ms. James determines which children will work in which intervention groups and with which member of staff.

### ***What does the new code of practice mean for parents?***

The new framework has a much larger emphasis on ensuring the views of the child/young person and their parents are included in decisions. Schools must have regard to:

- The views, wishes and feelings of the child or young person, and their parents.
- The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and their parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

***Does the new code of practice mean that the school will get more money?***

No, there will not be any more money attached with the new code of practice. However, the school has a specific SEN budget which it receives every year from the local authority. This money is used to support the needs of all SEN pupils across the school, through the variety of methods previously discussed. If the school feels an individual child needs extra support for their complex or significant needs, Ms. James can invite parents to apply for an Educational Health Care Plan, which may bring extra funding from the Local Authority. The outcome of this depends on the evidence collected to support the additional needs.

***How is funding used in school?***

The school's SEN budget is used to support pupils through a variety of means including:

- Small intervention groups for English and maths.
- 1:1 sessions for English and maths.
- 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.
- Purchasing specific resources or equipment
- Purchasing Ipads to support SEN pupils.
- Staff training to ensure all members of staff are up to date with strategies to support the needs of SEN pupils.

If additional high needs funding is awarded for pupils with more complex or significant needs then this funding may be used for 1:1 support.

***Will my child keep their funding next year?***

When a school is awarded additional funding for a child with more complex or significant needs the school is required to complete an annual review every year to show the progress and next steps for that child.

### ***Who do we approach if we are concerned about our child?***

In the first instance parents can speak to their child's class teacher if they are concerned about their child's progress or worried they may have a SEN. The class teacher will then raise these concerns with the SENco Ms. James. If more detail needs to be gained then Ms. James will request a meeting with the parents and will be able to discuss the concerns in more depth.

Parents are also more than welcome to request a meeting directly with Ms. James if they have concerns.

### ***What services can the school access in Newham to support SEN pupils?***

At Grange Primary School we access the following services for our SEN pupils:

- Speech and language service, who work with children with communication, understanding or speech difficulties.
- Occupational Therapy service, who can create programmes to support children in their motor skills, toileting, movement etc.
- Language, Communication and Interaction Service (LCIS), who work with children with a diagnosis of autism.
- Complex needs and dyslexia service (CNDS), who work with children who have complex needs, and/or assess children for dyslexia, including creating programmes to support them.
- Behaviour Support Service, who work with children with particularly challenging behaviour.
- Educational Psychology service, 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.
- Child and Family Consultation Service (CFCS), who can support individual children with particular emotional concerns and/or their families. This service also works with children with ADHD.
- School Nurse, who works with parents and children that have care plans or health needs.
- Community Nursing Team, who work with children with more complex health concerns

### ***Are there any holiday clubs for SEND children?***

Holiday clubs are run regularly throughout Newham, many of these cater for SEND children, and some clubs are run specifically for SEND children. Look out for holiday clubs in things such as the Newham Magazine.