



SEND Information Report

Grange Primary School

Reviewed: September 2020



Introduction

Grange Primary School is a happy, caring school in Shrewsbury. Grange Primary offers a broad, rich curriculum in an exciting stimulating environment which helps to develop the skills, attributes and talents needed for lifelong learning. We recognise and value uniqueness, where everyone is happy to belong.

What is a Special Educational Need and Disability (SEND)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision different from or additional to that normally available to pupils of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children's SEND in four broad areas of need:

1. Communication and Interaction. This could include:

- Speech, language and communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Autistic Spectrum Disorders (Asperger's, Autism) - may have difficulties with social interaction, language, communication, imagination.

2. Cognition and Learning. This could include:

- Learning difficulties—children learn at a slower pace than their peers even when changes have been made to the curriculum.
- Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulty as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) - affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties. This could include:

- Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health issues e.g. anxiety, depression, self-harm or eating disorders.
- Attention deficit disorder.
- Attention deficit hyperactive disorder.

4. Sensory and/or physical needs. This could include:

- A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning.
- Physical disability—some children may need additional ongoing support and equipment to access all opportunities available to other children.

Who can I talk to about my child's difficulties with learning/Special Educational Needs or Disability?

The Special Educational Needs Co-ordinator (SENDCo) – Mrs Helen Hipkins

Please contact at: helen.hipkins@mmat.org.uk Tel: 07990 085570 to arrange an appointment.

Responsible for:

- co-ordinating the support for children with SEND to ensure all children get a consistent, high quality response to meeting their needs in school.
- ensuring that you as a parent are involved in supporting your child's learning by being informed about the support they are getting and being involved in reviewing how they are doing.
- liaising with other people who may come into school to support your child's learning e.g. Speech and Language Therapist, Learning Support Advisory Teacher etc.
- updating the school's SEND Register and SEND Information report and policy.
- ensuring records for children with SEND are of a high quality.
- providing specialist support for teachers and teaching assistants in the school so that they can help children with SEND make the best progress possible.

Class Teacher

Responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need.
- discussing your child's learning with the SENDCo if they is not making expected progress.
- writing individual Pupil Profiles which provide an insight into the child's strengths, needs and how best to support them. These will be reviewed with parents at least once a term.
- ensuring advice from other relevant professionals is implemented appropriately for children with SEND.
- ensuring other adults in the classroom are used effectively to help children with SEND make progress.
- ensuring that the school's SEND Information report and policy is followed in their classroom.

Headteacher - Mrs Charlotte Summers

Responsible for:

- the day to day management of all aspects of the school, including support for children with SEND.
- ensuring the Governors are kept up to date about any issues relating to SEND.

SEND Governor – Claire Bilgic

Responsible for:

- monitoring the support for children with SEND in the school.

How can I let the school know I am concerned about my child's progress in school?**First of all:**

First of all you should speak to your child's Class Teacher. The Class Teacher will also pass on your concerns to the SENDCo.

What if I am still concerned?

You can make an appointment to meet with the SENDCO (this is done via the school office) or you can attend a SENDCo coffee meeting drop in session. At the current time, coffee mornings will be held virtually and due to this, an appointment may be necessary. Please contact the school office or SENDCo for further information.

What if I am *still* concerned?

You could make an appointment to meet with the Headteacher or the SEND Governor.

How will the school let me know if they have any concerns about my child's learning and progress?

Your child's progress will be discussed with you at parents' evening each term.

If it is felt that your child would benefit from being on the SEND Register, the school will set up a meeting with you to discuss this in further detail and to:

- listen to any concerns you may also have.
- plan any additional support for your child.
- discuss with you any referrals to outside professionals to support your child's learning.

What are the different types of support available for children with SEND at Grange Primary School?**Targeted classroom teaching by the Class Teacher (also known as Quality First Teaching)**

For your child this will mean that:

- the teacher has the highest possible expectations for your child and for all children in their class.
- all teaching is based on building on what your child already knows, can do and can understand.
- different ways of teaching are in place so that your child is fully involved in his/her learning. This may involve things like using more practical and visual resources.
- specific strategies (which may have been suggested by the SENDCo or outside agencies) are in place to support your child to learn.

- your child's teacher will continually check your child's progress and differentiated activities will be in place to address gaps in learning in order to help your child make the best possible progress.

All children receive this as part of excellent classroom practice.

Specific group work with a smaller group of children (Intervention Groups)

Intervention Groups:

- provide targeted, short term support to address a particular area of learning such as phonics, handwriting or social skills for example.
- These groups are often reactive to how the children have progressed in their learning that morning.
- may be run inside the classroom or in a different room.
- may be run by a teacher or a Teaching Assistant who has had the appropriate training to run the group.

Support through Intervention Groups is available to all children, as appropriate, who have been identified as needing some extra support in order to help them make good progress. This will include children on the SEND Register, as appropriate to their individual needs.

Specialist support by an outside agency

Children on the SEND Register in the category of SEND Support may also receive support from a member of staff from an outside agency e.g. Speech and Language Therapy (SALT), Sensory Inclusion Service (hearing and visual needs).

For your child this will mean:

- your child will have been identified by the Class Teacher/SENDCo (or you will have raised your concerns) as needing more specialist support instead of, or in addition to, Quality First Teaching and intervention groups.
- you will be asked for your permission for the school to refer your child to the appropriate agency.
- an appropriate professional will work with your child to understand their needs and make recommendations to school staff - this advice may be about particular teaching strategies or specialist resources that would benefit your child.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified individual support

This is usually provided by an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified as needing a very high level of support to access the curriculum, which cannot be provided from the budget available to the school. Usually your child will also need specialist support from professionals outside the school e.g. Speech and Language Therapy (SALT), the ASD Outreach Team (Woodlands/Spectra), Learning Support Advisory Teacher (LSAT), Sensory Inclusion Service (hearing and visual difficulties), Educational Psychology etc.

For your child this will mean:

- the EHCP will outline the Band Level of Support of individual/small group support your child will receive, how support should be used and what strategies must be put in place.
- the EHCP will set out long and short term goals for your child.

- the EHCP will be reviewed annually.

This type of support is only available to children whose learning needs are severe, complex and lifelong.

If my child requires an EHCP, how do I get this for my child?

Following intervention from both the school and outside agencies, it may be felt that your child's needs are particularly complex and cannot be addressed from the budget available to the school. School (or you as a parent) may wish to request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

For your child this will mean:

- school will complete a request for statutory assessment which will provide the LA with information about your child such as attainment levels, strategies and resources that have been used in school, areas of difficulty, external professionals' advice and attendance.
- the LA will then decide if your child's needs seem complex enough to require a statutory assessment. If this is the case they will then ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs a statutory assessment, they will ask the school to continue with SEND Support.
- after the reports have all been received by the LA they will decide if your child's needs are severe, complex and lifelong and if additional support is required to enable your child to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with SEND support.
- the EHCP will outline the band of support your child will receive from the LA and how the support should be used and what strategies must be put in place to help your child meet long and short term goals.
- this support may be used to support your child with whole class learning, run individual programmes or run small group interventions to include your child.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND in consultation with the School Governors and SENDCo, taking into account the children getting support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.
- At Grange Primary each class has an amount of Teaching Assistant time to support children with SEND. The Class Teacher will organise the Teaching Assistant's time and targeted support according to the children's needs.
- If appropriate, children may also be part of targeted intervention groups to address particular needs.
- All resources and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEND at Grange Primary?

- Speech and Language Therapy Service (SALT)
- Learning Support Advisory Teacher (LSAT)
- Educational Psychology Service

- Sensory Inclusion Service (hearing and visual needs)
- Woodlands Outreach Service
- School Nurse
- Young People and Families Mental Health Service (previously CAMHS)
- Occupational Therapy Service
- Physiotherapy Service
- EnHance
- BEEM drop in centre
- Kooth
- Autism West Midlands

What training do staff have to help them meet the needs of children with SEND?

- The SENDCo supports Class Teachers in planning for children with SEND.
- Grange Primary has a training plan for all staff to improve teaching and learning for all children and this includes whole school training on SEND issues such as ASD, speech and language difficulties etc.
- Individual members of staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons taking into account the needs of all children in their class, including those with SEND.
- Specially trained Teaching Assistants can adapt the teacher's planning further to meet the needs of individual pupils if needed.
- Your child may also be part of an intervention group to target a particular area of learning e.g. phonics or handwriting.
- If appropriate, particular resources may be provided to help your child's learning e.g. writing slope, pencil grips, lap cushion, fidget toy.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

- All children including children with SEND have their progress and attainment tracked throughout the year. Currently there are three main dates throughout the year where data is collected.
- Pupil progress meetings are held regularly throughout the year to identify children including those with SEND that are not making expected progress and the support being put in place for these children.
- Targeted interventions are put into place for children who are not making expected progress and interventions are tracked and analysed to evaluate the impact.
- Regular meetings with staff, parents and pupils ensure that interventions and additional support have the desired impact on pupil's progress, attainment and personal development.

How are children and young people with SEND able to engage in activities available with children and young people in the school who do not have SEND?

- We ensure that all children have equal opportunities.
- All our children are encouraged to join in the range of extra-curricular activities.
- We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual pupil.

How do we support the emotional and social development of our pupils with SEND?

- The wellbeing of all our pupils is paramount.
- Our SENDCo is a designated safeguard lead and works very closely with the other designated safeguard leads in school to ensure that all children are well supported in their wellbeing.
- Our PSHE curriculum supports the needs of all pupils including those with SEND.
- For those pupils with particular social and emotional needs targeted intervention groups are made available such as ELSA.
- At Grange Primary we have a qualified Emotional Literacy Support Assistant (ELSA) who supports children with a range of emotional needs including recognising emotions, self-esteem, social skills, friendship skills, anger management, loss and bereavement.
- Our Anti-Bullying policy outlines the school's approach to all instances of bullying. All pupils are taught about bullying and how to prevent it.
- Clear and consistent behaviour policy promotes positive behaviour across school and also promoted during assembly time.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by the Class Teacher.
- His/her progress will be formally reviewed every term by the class teacher and given a level in reading, writing and maths.
- Grange Primary School uses a variety of assessments to assess and monitor attainment and progress in children's learning.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. If the SATs are not appropriate for your child due to the level of their needs they may be disapplied.
- Children with SEND have an individual Pupil Profile which will be reviewed with you each term.
- Pupil Profiles and assessment data are monitored by the SENDCo each term to ensure learning approaches are appropriate and children with SEND are making progress.
- If your child has an EHCP, this will be formally reviewed with you at an Annual Review with all adults involved in your child's education.

How is Grange Primary accessible to children with SEND?

- Grange Primary is accessible to children with physical disability.
- There is a wheelchair lift to allow easy access into the school hall.
- There are two disabled toilets within the school building.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible to all children, including those with SEND.

How do we work together with children with SEND?

- We value the opinion of all our pupils and allow regular opportunities for children to discuss their learning. Children are involved in peer and self-assessing regularly and respond to marking to improve their learning.
- SEND Pupil profiles are created and reviewed with the child termly.
- Pupils participate where possible in setting targets.

How do we work together with you as a parent of a child with SEND?

- We believe that parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.
- At Grange Primary we have an open door policy and Class Teachers are always available to discuss your child's progress or any concerns you may have, at a mutually convenient time.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. An appointment can be made through the school office.
- The SENDCo runs a drop in session during parents evenings.
- Class Teachers will share with you strategies that are working well in school for your child so that similar strategies can be used at home if appropriate.
- We work closely with all parents to listen to their views so that we can build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- All parents are encouraged to attend Parents' Evening each term, as well as the 30 minute SEND meetings with the Class Teacher. During the SEND meetings your child's SEND Pupil profile and targets will be reviewed and updated together. Support and strategies will be discussed to support your child both at home and in school.
- Pupils who have an EHCP will also have an annual review. The pupil, parents and professionals who are working with the pupil, will be invited to the meeting to review progress and set new challenging targets for the future.
- All information from outside professionals will be discussed with you by the professional concerned, or where this is not possible, in a

report.

- Homework will be adjusted as appropriate to meet your child's needs.
- If appropriate, a home/school contact book may be set up to support communication between home and school.
- We respect the differing needs of parents/carers such as disability or communication and linguistic barriers. Parents/carers are encouraged to bring an appropriate friend/relative to meetings if they wish to do so.

Further support in discussing this process is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.

Contact Shropshire IASS on 01743 280019. The referral line is manned Monday to Friday, 10am till 4pm.

Email address: iass@shcab.cabnet.org.uk Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

How will we support your child when they move to another class in our school or they leave Grange Primary?

We recognise that transitions can be difficult for all children and particularly children with SEND. We therefore take the following steps to ensure transition is as smooth as possible:

When your child moves to another class in our school we will:

- ensure teachers have a transition meeting before your child moves class, in order to pass on information such as Pupil Profiles (including learning styles, outside agencies involved, particular interests), make a book with your child, if appropriate to their needs, with details of staff and routines in the new class.

If your child moves to another school we will:

- contact the SENDCo at the new school and ensure they are aware of the support your child needs.
- ensure that all records about your child are passed on as soon as possible.

In Year 6 we will:

- ensure the Year 6 teacher and SENDCo liaise with staff from the secondary school to pass on information.
- provide focused learning activities about aspects of transition to support your child's understanding of the changes ahead.
- ensure your child has additional visits to their new secondary school.
- ensure the SENDCo from the appropriate secondary school is invited to your child's Year 6 Annual Review.

If you have any questions, concerns , complaints or compliments about our provision for pupils with SEND

The first point of contact should be your child's Class Teacher.

Appointments with the SENDCo, Helen Hipkins, can be arranged by contacting 07990 085570, or emailing helen.hipkins@mmat.org.uk. Alternatively by contacting the school office by calling 01743 462984 or emailing admin@grangepri.sat.coop.

Appointments with the Headteacher, Mrs Charlotte Summers, can be arranged by contacting the school office (01743 462984).

Grange Primary School Provision Map

	All pupils have access to:	Additional strategies for pupils with SEND may include (when appropriate):
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • Kagan groups 	<ul style="list-style-type: none"> • Focused teaching on individual targets • In class TA support for English and Maths to focus on basic skills (small group or 1:1) • Multi-sensory activities e.g. for spelling • Extra 'thinking time' to organise thoughts and complete work • Additional reading with an adult • Additional use of ICT (information communication technology) • Visual timetables • Visual aids • Scribe for writing • Activities to develop memory skills • Use of resources to focus concentration e.g. lap pads, fidget toys • 1:1/small group teaching for phonics • Individualised arrangements for SATs • Intervention groups e.g. Project X Code, Read, Write Inc, Catch Up Literacy, on the day intervention, Beat Dyslexia • Individual support from LSAT, Educational Psychologist and ASD Outreach service • Precision Teaching • Coloured overlays • Sound buttons

	All pupils have access to:	Additional strategies for pupils with SEND may include (when appropriate):
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • High focus on speaking and listening activities 	<ul style="list-style-type: none"> • Visual timetables • Multi-sensory activities • Peer support to model language • Simplified language, minimal use of language • Eklan trained TA support for speech and language activities (small group or 1:1) • Additional use of ICT • Use of barrier games • Intervention groups e.g. social skills group, • Pre-teaching of vocabulary • Playground support • Individual support from Speech and Language Therapist, LSAT or Educational Psychologist

	All pupils have access to:	Additional strategies for pupils with SEND may include (when appropriate):
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • Consistent application of whole school behaviour policy – rewards and sanctions • Whole school and class rules • Focused PSHE curriculum • Headteacher awards and other 	<ul style="list-style-type: none"> • Focused teaching on individual targets • In class TA support and reminders • Playground support • Individualised reward systems – related to interests • Separate tables for independent work when appropriate • Visual timetables • Small group circle time • Access to quiet 'time out' space • Social stories and comic strip activities • Regular contact with a staff mentor

	<p>strategies for recognition</p> <ul style="list-style-type: none"> • Worry box • Bucket fillers 	<ul style="list-style-type: none"> • Intervention groups e.g. ELSA, No Worries, FRIENDS for Life, Zones of Regulation, social skills group, Talkabout • Individual support from Woodlands Outreach, LSAT, Educational Psychologist, BeeU, ASD Outreach
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	All pupils have access to:	Additional strategies for pupils with SEND may include (when appropriate):
Sensory and Physical	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating, movement/rest breaks • Stimulating curriculum • Different learning styles • PE curriculum • After school sports clubs • School games teams • Forest School 	<ul style="list-style-type: none"> • Focused teaching on individual targets • In class TA support • Use of resources such as pencil grips, writing slopes, different paper types, larger fonts, alternative PE equipment • Visual timetables • Additional use of ICT • Forest School activities • Intervention groups e.g. Cool Kids, Speed Up Handwriting, Motor Skills United, OT Pack, Teodorescu resources • Individual support from Sensory Inclusion service, Occupational Therapy, Physiotherapy