

The Special Educational Needs and Disabilities (SEND) Information Report and Policy



Grange Primary School

(last updated 4.5.17)

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.

The name of our Special Educational Needs Co-ordinator (SENDCO) is :-

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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 children 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- Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour.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.

How can I let the school know I am concerned about my child's progress in school or if I have any complaints or compliments?

We always ask that you talk to us.

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 SENCO.

What if I am still concerned?

You can make an appointment to meet with the SENCO (this is done via the school office) or you can attend a SENCO drop in session. Please enquire at the school office to check day and time but no appointment is necessary.

What if I am *still* concerned

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

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Pupil Centred Plans (PCP), and sharing and reviewing these with parents once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that, as a parent, you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Working with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Headteacher

Our Headteacher is Mrs Charlie Summers.

Mrs Summers is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Our SEN Governor is Mrs Petra Bennett

Mrs Bennett is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in Grange Primary?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows what your child can do and what your child can understand.
- Children will have individual targets and group targets.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Children will be taught in focus groups to ensure that all children work with the class teacher during the week.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

If your child has been identified by the class teacher as needing some extra support in school.

Specific group work within a smaller group of children.

This group, often called an Intervention group by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

If your child is chosen to join an intervention group : -

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. This intervention will be reviewed half termly. If your child makes *accelerated* progress through the intervention programme, they will finish the intervention and return to class based learning. If your child has made *some* progress through the intervention, they will repeat the intervention. If *no* progress has been made, your child may have a barrier to their learning and may move to SEN Support.

SEN Support

Which means they have been identified by the class teacher/SENCO as needing some extra support in school.

If it is thought that a child has a barrier to their learning, it will be necessary to carry out a more in-depth assessment, using standardised tests, possibly administered by a specialist from an outside agency,

For your child, this could mean :

- Bought in services from Woodlands Outreach such as the ASD Outreach Team, Behaviour Team or Learning Support Advisory Team.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Service
- Educational Psychology
- Dyslexia screening
- Dyscalculia screening

For you, this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to help the class teacher to create a One Page Profile for your child to ensure that all staff who work with your child know how your child learns best.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist

or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - Working in a group or individually with an outside professional

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

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 via a Statement of Special Educational Needs or, from September 2014, an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Bought in services from Woodlands Outreach such as the Autistic Spectrum Disorder (ASD) Outreach Team, Behaviour Team or Learning Support Advisory Team.
- Sensory Inclusion Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Service

- Educational Psychology

For your child this would mean:

- The school (or you) can request that the Local Authority 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.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will 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 this, they will ask the school to continue with the support at SEN Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support.
- The Statement or EHC Plan will outline the support that should be used to help your child and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups with your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong

Our Provision for SEND

Reception / EYFS (Phase I)

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
R	<p><u>Quality First Teaching</u></p> <ul style="list-style-type: none"> • Differentiated curriculum planning, delivery, outcomes, activities • Increased visual aids (picture cards/prompts) – class made • Use of writing frames. – class made • Letters and sounds groups • Supported reading to TA • Guided reading groups • Guided phonics reading groups • Kagan groups • Coloured overlay 	<p><u>Quality First Teaching</u></p> <ul style="list-style-type: none"> • Differentiated curriculum delivery (simplified language or minimal use of language) • Differentiated outcomes • Visual timetable – class made • Position seated in classroom • Show and tell • Kagan groups • Fiddle objects 	<p><u>Quality First Teaching</u></p> <ul style="list-style-type: none"> • Whole school behaviour policy, rewards, sanctions • House points for behaviour • Class points • Whole school /class rules • PSHE / Circle time • Position seated in classroom • Stickers 	<p><u>Quality First Teaching</u></p> <ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating • PE activities
	<p><u>Intervention</u></p> <ul style="list-style-type: none"> • In class targeted support • Spelling banks • Multi-sensory handwriting • Target Groups • Additional supported reading to TA/Teacher 	<p><u>Intervention</u></p> <ul style="list-style-type: none"> • Co-operative group activities • In class targeted support • Lunch Club 	<p><u>Intervention</u></p> <ul style="list-style-type: none"> • Co-operative group activities • In class targeted support and reminders • Separate table for independent work when appropriate • Small group circle time when appropriate. • Monitoring at playtime • Lunch club • Reach for the Top • Circle of Friends 	<p><u>Intervention</u></p> <ul style="list-style-type: none"> • OT group • Fine motor programmes – threading, scissors • Teodororescu motor programme

	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • 1-1 phonics teaching (Letters and sounds) at phases 1 - 2 • Individual reading to TA • Individual support from LSAT/EP • Scribe when appropriate • Focused teaching on PCP targets • Use of ICT software 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • 1 – 1 Social interaction (Greet TA/CT, talk about feelings / day or draw pictures) • Individual support from LSAT/EP/Sp & Lang e.g Black Sheep Resources • Use of recommended resources • Use of ICT software 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Individual reward charts for children – class made • Targeted support during playtime from a named adult • Socially speaking – social stories • Reach for the Top • Circle of Friends • Visual reminder / clue cards – class made 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Individual support from OT • Individual fine and gross motor skills training • Teodorescu motor programme
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KSI : Year 1 and 2 (Phase 2)

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Guided reading / writing / maths groups • Increased visual aids (word lists, memo lists, VCOP, punctuation pyramids, connective lists) – class made • Use of writing frames.- class made • Letters and Sounds groups • Differentiated reading and writing schemes • Spelling lists • Big Write • Kagan groups • Sound buttons • Coloured overlay 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Modelling of good use of language • Simplified language, minimal use of language, reinforcement of language using simple signing • Position seated in classroom appropriate • Pre teaching of vocabulary • Visual timetable • Kagan groups • Fiddle objects 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Use of individualised resources to promote and develop social and emotional literacy • Consistent application of whole school behaviour policy, rewards, sanctions • PSHE / Circle time • Position seated in classroom • Kagan groups 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating, rest breaks • Use of resources to promote easier access to learning e.g. writing slope, triangular pencil, soft touch balls, pencil grips • Physical arrangement of classroom, including furniture

I/2	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support • Multi-sensory spelling groups using magnetic letters, sand etc • Additional Letters and Sounds intervention (at phases 1-4) • Read, Write Inc • Time to organise thoughts and complete work • Withdrawal groups to support literacy and numeracy • Additional reading • Handwriting intervention • Sound buttons 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Use of ICT to record work • Co-operative group activities planned into lessons • In class targeted support • Speech and Language group support using Black Sheep materials • Targeted support to develop Listening and thinking skills • Tailoring resources though simplification of language- use of rebus 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support and reminders from all adults • Separate table for independent work if needed • Social skills group training e.g. turn taking, social stories, role play • Learning Mentor time • Small group circle time • Lunch club • Reach for the Top • Circle of friends • Friends for life 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • OT group • Fine motor programmes – threading, scissors • Teodorescu resources • Alternative recording of work
	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Literacy and Maths Interventions • 1-1 additional phonics teaching (letters and sounds early phases) • Individual reading • Memory skills 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual support from Sp & Lang (SALT) • 1 – 1 Social interaction (based on Zones of Regulation) • 1-1 speech therapy sessions delivered by school 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual reward charts / organisation chart • Individual intervention with learning mentor • 1:1 support during unstructured times • Small group intervention to develop social skill / emotional development /supporting mental health • Play Therapy 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Tailored learning environment, which may include specialist equipment • Individual support from OT/physiotherapy • Adaptation to aid access

KS2 : Year 3 and 4 (Phase 3)

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
3/4	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Guided reading / writing / maths groups • Increased visual aids (word lists, memo lists, VCOP, punctuation pyramids, connective lists) – class made • Use of writing frames.- class made • Differentiated reading and writing schemes • Spellings • Kagan groups • Big Write • Sound buttons • Coloured overlay 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Modelling of good use of language • Simplified language, minimal use of language, reinforcement of language using simple signing • Position seated in classroom appropriate • Pre teaching of vocabulary • Visual timetable • Kagan groups 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Use of individualised resources to promote and develop social and emotional literacy • Consistent application of whole school behaviour policy, rewards, sanctions • PSHE / Circle time • Position seated in classroom • Kagan groups • House points for behaviour • Class points 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating, rest breaks • Use of resources to promote easier access to learning e.g. writing slope, triangular pencil, soft touch balls, pencil grips • Physical arrangement of classroom, including furniture

<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support • Multi-sensory spelling groups using magnetic letters, sand etc • Additional Letters and Sounds or support for spelling • Handwriting intervention • Time to organise thoughts and complete work • Sound buttons • Groups to support literacy and numeracy • Additional reading 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • Use of ICT to record work • Co-operative group activities planned into lessons • In class targeted support • Speech and Language group support using Black Sheep materials • Targeted support to develop Listening and thinking skills • Tailoring resources through simplification of language 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • In class targeted support and reminders from all adults • Separate table for independent work if needed • Social skills group training e.g. turn taking, social stories, role play • Small group circle time • Monitoring at playtime, buddies, play leaders to support • Lunch club 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> • OT group • Fine motor programmes – threading, scissors, keyboard skills • Teodorescu resources • Alternative recording of work • Speed up handwriting programme
<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • 1-1 additional phonics teaching (Letters and sounds, Word Shark,) • Addition spelling teaching • Individual reading • Memory skills • Scribe when appropriate • Beat Dyslexia 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • 1 – 1 Social interaction (based on Zones of Regulation) • Individual support from Sp & Lang (SALT) • 1-1 speech therapy sessions delivered by school • Use of ICT 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual reward charts / organisation chart / feelings diary • Individual intervention by learning mentor • 1:1 support during unstructured times • Lunch club • Small group intervention to develop social skill / emotional development / supporting mental health e.g. Reach for the Top, Circle of friends and Friends for life 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Tailored learning environment, which may include specialist equipment • Individual support from OT/physiotherapy • Adaptation to aid access

Year 5 and 6 (Phase 4)

Year	Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and Physical
5/6	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> Guided reading / writing / maths groups Increased visual aids (word lists, memo lists, VCOP, punctuation pyramids, connective lists) – class made Use of writing frames.- class made Differentiated reading and writing schemes Spelling Big Write Kagan groups Coloured overlay 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> Modelling of good use of language Simplified language, minimal use of language, reinforcement of language using simple signing Position seated in classroom appropriate Pre teaching of vocabulary Visual timetable Kagan groups 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> Use of individualised resources to promote and develop social and emotional literacy Consistent application of whole school behaviour policy, rewards, sanctions PSHE / Circle time Position seated in classroom Kagan groups 	<p><u>Quality First Teaching</u></p> <p>Quality first teaching, which may include differentiating the curriculum through:</p> <ul style="list-style-type: none"> Flexible teaching arrangements e.g. seating, rest breaks Use of resources to promote easier access to learning e.g. writing slope, triangular pencil, soft touch balls Physical arrangement of classroom, including furniture
	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> In class targeted support Multi-sensory spelling groups using magnetic letters, sand etc Additional Letters and Sounds Time to organise thoughts and complete work Groups to support literacy and numeracy Additional reading including comprehension, grammar Additional support in preparation for more formal testing 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> Use of ICT to record work Kagan group activities planned into lessons In class targeted support Speech and Language group support using Black Sheep materials Targeted support to develop Listening and thinking skills Tailoring resources through simplification of language 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> In class targeted support and reminders from all adults Separate table for independent work if needed Social skills group training e.g. turn taking, social stories, role play Small group circle time Additional support in preparation for more formal testing Lunch club 	<p><u>Intervention</u></p> <p>Additional intervention led by the class teacher and SENCO which may include:</p> <ul style="list-style-type: none"> Gross Motor Skill training Fine motor programmes – threading, scissors, keyboard skills Teodorescu resources Alternative recording of work Speed up handwriting programme

	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • 1-1 additional phonics teaching (Letters and sounds, Word Shark,) • Addition spelling teaching • Individual reading : Reading to dogs • Memory skills • Scribe when appropriate • Advice sought about suitable adjustments for formal testing • Beat Dyslexia 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • 1 – 1 Social interaction (based on Zones of Regulation) • Individual support from Sp & Lang (SALT) • 1-1 speech therapy sessions delivered by school • Use of ICT • Advice sought about suitable adjustments for formal testing 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Individual reward charts / organisation chart / feelings diary • Individual intervention by learning mentor • 1:1 support during unstructured times • Small group intervention to develop social skill / emotional development /supporting mental health e.g.Reach for the Top ,Circle of friends and Friends for life • Advice sought about suitable adjustments for formal testing • Transition workshops from Woodlands Outreach • Transition workshops run by Learning Mentor 	<p><u>SEN Support</u></p> <p>Additional SEN meetings</p> <p>Pupil Centred Plan (PCP) which may include:</p> <ul style="list-style-type: none"> • Advice from outside agencies • Tailored learning environment, which may include specialist equipment • Individual support from OT/physiotherapy • Adaptation to aid access • Advice sought about suitable adjustments for formal testing
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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 Special Educational Needs and Disabilities (SEND).
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making expected progress

A decision is then made as to what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail

They will

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning
- Support you in writing a One Page Profile if your child is identified as having SEN

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

SEN Teaching Assistants

- Mrs Beverley Williams (Learning Mentor)
- Mrs Beth Lane
- Mrs Emma Beddoes
- Mrs Jill Hatton
- Mrs Tracey Evanson
- Mrs Tracey Gwilliams
- Mrs Kate Newby
- Mrs Julie Edwards
- Miss Amy Perry

Bought in services by the school:

- Woodlands Outreach Service
- Educational Psychology Service
- Acorns Play Therapy
- Severndale Outreach Service
- Inclusion Officer from Local Authority

Provided by others but available through school:

- Sensory Service for children with visual or hearing needs
- School Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Enhance
- CAMHs
- Red Cross Carers (ask Mrs Williams for information)
- All in Programme (ask Mrs Williams for information)

How are the staff in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service
- SENCO delivers training on SEN to teachers and teaching assistants

How is the teaching adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class.
- Specific resources and strategies will be used to support your child individually and in groups.
- 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 five 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 pupils 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 Reach for the Top, Friends for Life and Circle of Friends.
- 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 is used across school and also promoted during assembly time.
- Bucket fillers are encouraged in school to spread love and good feelings to others.

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half term and a level given in reading, writing and numeracy measured against age related expected standards..
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- P levels are used for children in Y1 and above who are working below age related expected standards.
- Children at SEN Support will have a Pupil Centred Plan (PCP) which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO monitors interventions and their impact on your child's learning.

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.
- The class teacher is available to discuss your child's progress or any concerns you may have. Please avoid busy times eg. at the beginning of the day or book an appointment through the school office.
- 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 parent's 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 a statement or 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.
- A home/school contact book may be used to support communication with you.
- Homework will be adjusted as appropriate to meet your child's needs.

- We respect the differing needs of parents/carers such as disability or communication and linguistic barriers. We offer our English as an Additional Language (EAL) Teaching Assistant (TA) to attend meetings where appropriate to provide support. Parents/carers are also encouraged to bring an appropriate friend/relative to meetings if they wish to do so.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. If an outside agency has met with your child, you will have the opportunity to discuss this with the SENCO.
- 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.

How is Grange Primary accessible to children with SEND?

- The school building 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 for children with SEND.

How do we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE . All PCPs and One Page Profiles will be shared with the new teacher.
 - Transition days are organised so that your child can meet their new teacher before the next academic year.
 - In some circumstances, children may be issued photographs of their new teacher/classroom to help with transition.
- In Year 6:
 - The SENCO of your chosen secondary school will contact the SENCO at Grange Primary to discuss the specific needs of your child.
 - Where appropriate, the SENCO will organise a meeting with the new SENCO and the parents / carers to discuss the child's needs and any concerns. The SENCO of the new school may also be asked to attend your child's Annual Review should they have a statement or EHCP.
 - Your child may do focused learning about transition with the Learning Mentor.
 - Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
 - Some children may also be invited to attend additional transition groups run by Woodlands Outreach.

This SEND Information Report and Policy was written by Emma Lock (Previous SENCO) in consultation with Petra Bennett (SEN Governor) , Amanda Wilson (Parent) and Heidi Brown (Parent) in Autumn 2014. It is updated annually and also as and when any changes need to be made.