

The Grove Primary School



Special Educational Needs Information and Annual Report 2018

At The Grove Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. The following information is provided for parents.

1. How does The Grove Primary School know if children need extra help?

We know when pupils need help if: children's attainment/progress is not at the expected level for their age, if there is a change in the pupil's behaviour or if other concerns are raised by adults who are involved with the child

2. What should I do if I think my child may have special educational needs?

You should approach your child's class teacher and share your concerns. The teacher will discuss things with you and agree a course of action. If concerns continue or remain yourself and/or the class teacher should contact Mrs Courtney who is the school's Special Educational Needs Co-ordinator (SENCo).

3. How will I know how The Grove Primary School is supporting my child?

Each pupil's learning is planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class when appropriate.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group intervention. This will be led by the teacher or teaching assistant. The length of time of the intervention will remain in place varies according to need but will generally be for a 10 week period. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future

planning. These interventions will be recorded on the school provision map (this is a record of the interventions, timings and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

In addition, Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion will highlight any children who are not on track to make expected progress in order for further support to be planned. Occasionally a pupil may need more expert support from an outside agency such as the Community Paediatrician etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of The Grove Primary School are responsible for Safeguarding and Child Protection. They are also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. On a day to day basis this is delegated to , Ms Martin, Mrs Hardy, Miss Owen and Mrs Courtney who are the Designated Child Protection Officers. In a supportive yet challenging role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way.

**** See Support for Children with SEND Flowchart below.**

4. How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If a child has been identified as having a special need, they will be given an Additional Support Plan (ASP). Targets will be set according to their area of need. These will be monitored by the class teacher and by the SENCo at least three times per year. ASPs will be discussed with parents at Parents' Evenings and a copy given to them. If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

5. How will I know how my child is doing?

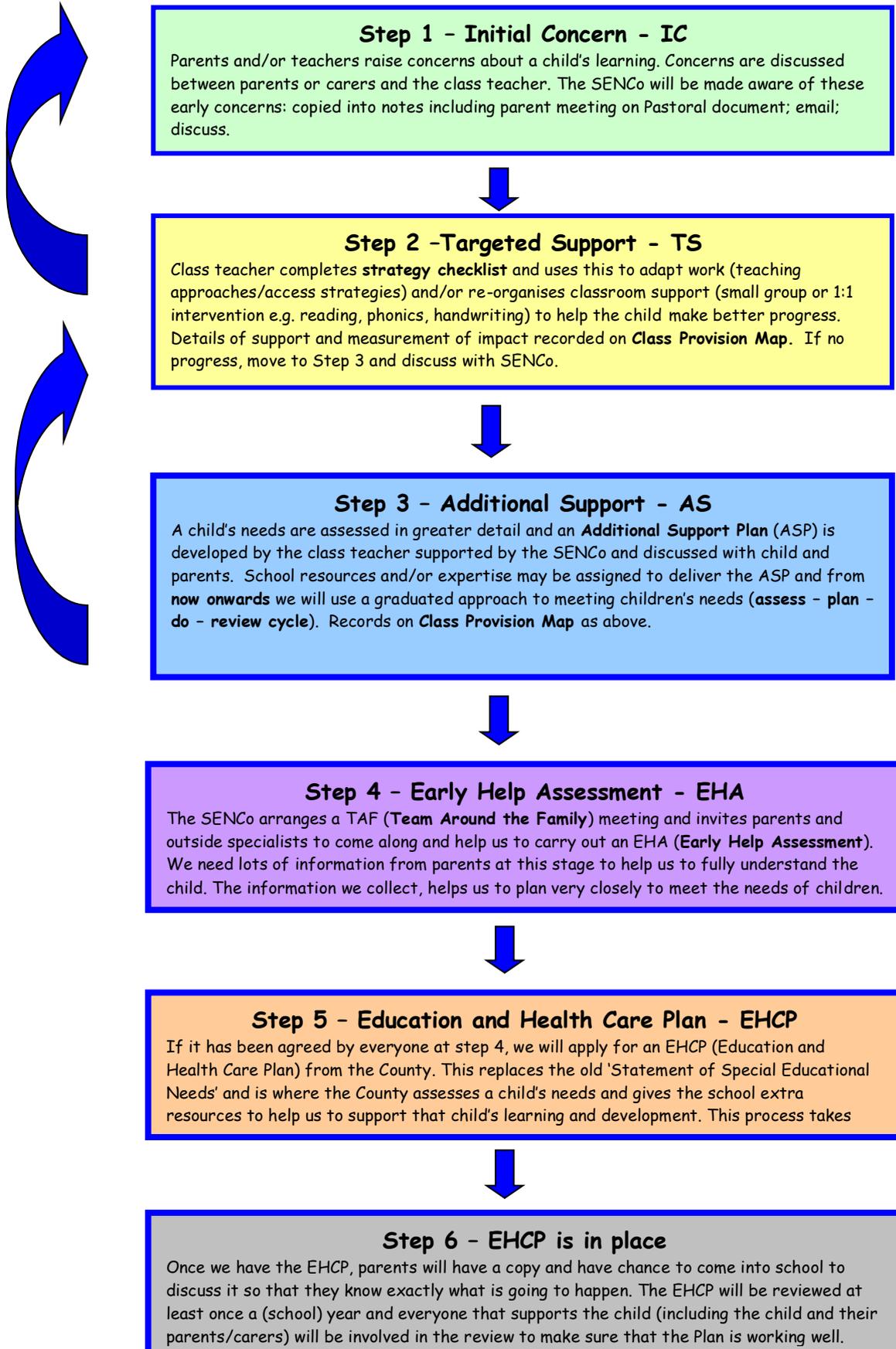
You will be able to discuss your child's progress at Parents' Evenings. Your child's class teacher will be available at the end of each day if you wish to discuss child's learning further. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office to make an appointment.

6. How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child. In addition, Mrs Courtney may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are often provided and these will always be shared with parents.

**Support for children with SEND flow chart

We only move from one step to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.



7. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. This may simply include time for the child to have regular conversations with an adult within school such as a class teacher or teaching assistant in order to feel safe. When necessary the school offers other sources of support, these include:

Social Skills Groups – these are run by a trained teaching assistant or Early Intervention Family Worker and support children in developing social skills in order to engage in conversations and form friendships with peers.

Blue Smile – Blue Smile work in the school on a weekly basis offering play therapy and mentoring to children who may need some emotional support. This support is often long term and a child may be involved with the service for up to a year.

Music Therapy – Specialist Music Therapists work in the school once a week to support children who may need some emotional support through the medium of music including the use of musical instruments.

Red Hen – The Red Hen Project works with families and the school in providing support to children and their families both in school and the home.

8. What if my child has a medical need?

If a pupil has a medical need then an appropriate care plan will be compiled with support from the School Nursing Team, in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

When necessary, staff will receive specific training, usually from the school nursing team, to meet children's individual needs e.g. epipen training. Where necessary, and in agreement with parents/carers, medicines can be administered in school. However, medicine can only be administered if it has been prescribed for the child by a doctor and a signed medicine consent form is in place. This is to ensure the safety of both child and staff member. A number of staff have received basic first aid training and several staff have received a 3 day training course (which means they are qualified to deal with more serious medical issues). In Foundation Stage there is at least one Paediatric trained First Aider.

Please refer to the Policy for Supporting Children in School with Medical Conditions.

9. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise to support children within school. The agencies used by the school include:

- SEND Specialist Services including SEND Specialist Teachers and Community Educational Psychologists
- Speech & Language Therapy
- Occupational Therapy and Physiotherapy
- Community Paediatricians
- School Nursing Team
- Therapists (Blue Smile/Music Therapy)
- CAMHS (Child & Adolescent Mental Health Service)

- EWO (Educational Welfare Officers)
- Sensory Services (e.g. Hearing and Visual impairments)
- Red Hen – Family worker
- Early Intervention Family Worker
- Locality Family Workers
- Child Protection Advisors
- Social Services

10. What training have the staff supporting children and young people with SEND had ?

All members of teaching and support staff have received training related to SEND. Some staff, working with children who have more complex needs, may have received more specialised training to help them to support this child effectively. The SENCO has the National Award for SEN Co-ordination.

Every year, training is organised and delivered to all teachers at weekly staff meetings and on designated training days by the SENCo and Inclusion Mentor. These have included sessions on making classrooms more inclusive, and specific intervention programmes such as:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs. e.g. Silver Seal Training, Lego Therapy
- How to support pupils with dyslexia
- How to support pupils with speech and language difficulties. e.g. TalkBoost
- How to support pupils with physical and co-ordination needs e.g. Sensory Circuits
- How to support children in a specific area of learning e.g. numicon (maths), clicker 6 (literacy), Talking Maths, Talking Partners

11. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that 1:1 support is required to ensure the safety and wellbeing of all children, a parent or carer may be asked to accompany their child during the activity. This will always be discussed with the parent/carers in advance of the trip taking place.

12. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and work closely with the Occupational Therapist to ensure the environment is suitable for all the children who attend The Grove. The design of the school ensures that it meets the requirements of the DDA (Disability Discrimination Act 1995).

Please refer to the School's Accessibility Policy

13. How will the school prepare and support my child when joining The Grove Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving, including liaison with Nursery settings.
- In preparation for the next academic year, all pupils attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged for pupils who need extra time in their new class/school.
- Teaching staff are always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Courtney liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Mrs Courtney, the secondary school SENCO, the parents/carers and, where appropriate, the pupil

14. How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated in each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances.

15. How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher, SENCO and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions/support will be arranged.

16. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute fully to their child's education. This may be through:

- discussions with the class teacher during parents evenings
- during discussions with Mrs Courtney or other professionals
- parents are encouraged to comment and contribute to their child's Additional Support Plan (ASP) with possible suggestions that could be incorporated.

17. Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCO, Mrs Courtney.

Please refer to:

Cambridgeshire County Council's Local Offer: <http://www.cambridgeshire.gov.uk/localoffer>

The following documents on the School Website:

- Inclusion and SEND Policy
- Accessibility Policy
- Policy for Supporting Children in School with Medical Conditions
- Safeguarding and Child Protection Policy
- Cambridgeshire County Council **Dyslexia Guidance (2016)**

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Updated January 2018
Caroline Courtney
SENCO