



Grange Primary School

Pursuing excellence for every child

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SEND Information Report

2024 – 2025



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Our School

Our School Vision

At Grange Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils. Not all pupils with disabilities have special educational needs and not all pupils with Special Educational Needs (SEN) meet the definition of disability. We believe that with proactive partnership working with all stakeholders: children, their families and partner agencies, all children can achieve their full potential, in an environment that stimulates a love for learning. Our values as a school ensure that we are committed to creating an environment where all pupils can flourish and achieve their full potential.



I have a concern. What do I do?

At Grange Primary School, we pride ourselves on having honest and open dialogues with parents to achieve the best outcomes for all children.

The first person to discuss any concerns with is your child's class teacher. They will direct your concerns to the school SENDCO's where Miss Brougham or Miss Smith will schedule a meeting either via telephone or in person to discuss your concerns. They will then create a plan of how to move forward with these concerns and discuss the impact of these on the child's life both in school and at home. Often these will include observations and a plan that will be shared with all staff working with your child.

It is really useful if parents make notes of their concerns before the meeting to support the discussion. Also a 'day in the life' style of notes help. This just means writing down all the strengths and areas of concerns in your child's day. This could include needs related to eating, sleeping, self-care, independence skills, communication skills, ability to play independently and with siblings friends, behaviour outside of the home with extended family, any milestones, physical skills such as walking, running, drawing and behaviour. This is not an exhaustive list just some ideas.

If your concerns related to Autism or ADHD you may be requested to complete some documentation from the Neurodevelopmental pathway to give an understanding of the concerns that you have. This does not mean a referral will be submitted but gives school an understanding of how the behaviours and needs you see at home impact them and the family.

All of this information will flow into the 'Assess, plan, do, review' process.



Meet our SENDCO's



The SENDCO is Miss K Brougham

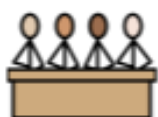
If you would like to contact Miss Brougham, please call school on **01472 232030**. She will try and respond to your queries within 5 working days. If your concerns are of an urgent nature please make this explicit the response should be quicker. Alternatively you can email and these will be actioned within 5 working days. The email address is :

senco@grangeprimaryschool.co.uk



The Assistant SENDCO is Miss J Smith.

Please note both SENDCO's have teaching commitments.



Governor

The governor with responsibility for SEND is Miss Faye Thompson.



Special Educational Needs

At Grange Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Grange we work closely as a team and if staff have a concern about a child, they fill a Cause for Concern form regarding the child's current difficulties within school. Dependant upon the concerns, a member of the inclusion team will contact parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review' cycle.

At all stages of the cycle parents/carers will be invited to share their concerns and observations of their child's needs. After necessary observations and any diagnostic screening is completed we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. The time scales for external agency support are not within the schools control and referrals to these services will be triaged depending on a number of factors.

The early identification of pupils at Grange Primary is a priority and work over recent of years has shown us that through this and the subsequent support that is provided has been extremely beneficial in meeting the specific needs of our children.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

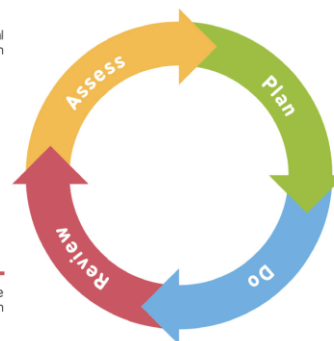
Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

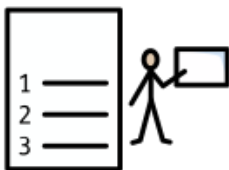
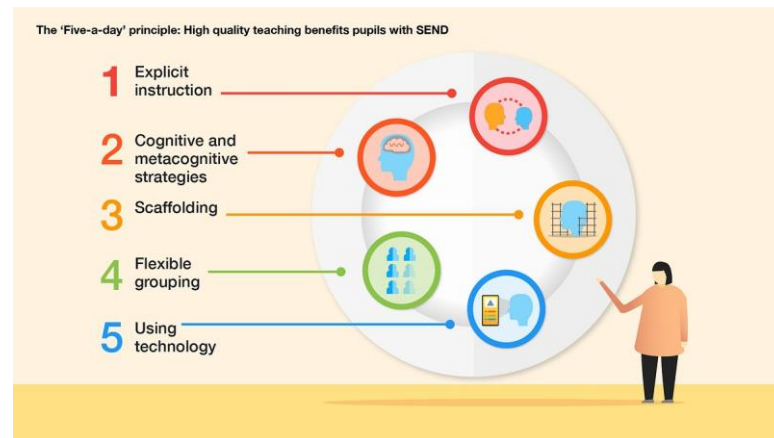


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups using a range of adaptive teaching approaches..

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour approaches
Ear defenders	Timers	Explicit instruction

This is not an exhaustive list of Curriculum adaptations, and often these are personalised to the specifically identified needs of children at Grange. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

	We also seek advice and equipment from outside agencies where possible and will always seek the advice and guidance of health professionals where a child needs medical adaptations to support them accessing a broad and balanced curriculum.								
 Parent Consultations	At Grange Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We hold drop-in sessions targeted towards themes that parents have requested more support with such as sleep, eating, sensory needs etc. Miss Brougham is available at parents' evenings to organise further meetings specifically related to SEND and is proactive in ensuring that she is visible to all parents at the start and end of the school day. For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will be sent home after the meetings. If your child has an EHCP, then a formal review called an 'Annual review' of this will take place each year in line with Statutory guidance. All professionals involved in your child's education, health or social care needs will be invited to attend or submit a report. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.								
 Child Consultations	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>						Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
									
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Evaluating Provision

Within School there are number of ways in which the provision is evaluated.

- Review progress with Senior leaders discussing next steps.
- Regular SEND staff meeting time, addressing training needs for all staff.
- Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Pupil voice by asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENDCO's, either specific children, lessons, year groups or interventions.
- Regularly using a tracking tool to update targets and measure progress.
- Holding termly reviews for children who are on Education Health and Care Plans, SEND Support provision plans and those requiring specialist support.
- Holding annual reviews for children with Education Health Care Plans.



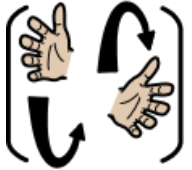
Staff Training

At Grange Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training can be implement to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilized.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Outreach support is sometimes a recommendation and specific members of staff will be

All staff are Team Teach trained, Asthma and Epipen trained. Some staff have had specific medical training such as PEG feeding and hoist training. Some of our staff have completed training in additional areas :

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Early Years Autism (Level 1)	Makaton	Phonics (intervention)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language support
			
De escalation	Attachment	Specific reading skills	Sensory needs

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start. All children are offered the opportunity to start Nursery in the summer term to allow them to be part of all in school transition.

Transition to Reception, and then into each successive year-group, is supported by teacher meetings, taster sessions and specific time allocated to sharing information with the successive teacher about the child's needs.

End of Year transition

When children move up a year, we provide specific staff meeting time for discussions about each child, and additional time for every child on the SEND Register. Their plans are shared with a particular focus of

	their strengths and needs. All classes in school transition around the second week of July. This particularly reduces anxiety over the Summer holidays for all children and allows them to build relationships with their new teachers. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. <u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: • NHS Teams – Occupational Therapy, Physiotherapy , Speech and Language • Health Visitors and School Nursing Team • Independent Speech and Language therapist • Play therapist • School Advisory Service, • Educational Psychology Service, • School Health Advisory Service, • Visual and Hearing impairment team, • Cambridge Park Outreach support, • Compass Go and NAVIGO • SENDIASS, • Children's Disability Social workers, • Early Help Practitioners • Paul Cook Independent Early Years Advisor We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice. The waiting time for assessment and support from outside agencies can be significant. This is beyond the control of the school.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our breakfast club and after school clubs. All children are encouraged to participate in lunchtime and after school clubs, particularly if they have been created to support specific skills such as Sensory circuits.



Complaint Procedure

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, Green Team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.

Your first point of contact is your child's class teacher. Parents can also call Miss K Brougham (SENDCO) to discuss their child's individual needs or concerns.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher Mr T Newling (Currently Acting headteacher till July 2025). If they cannot solve your issue, then an appointment can be made to speak to the Headteacher Mrs C Plaskitt

If you are not happy with the response, then you may contact the governors through the school office.

Mr S Ryley – Chair of Governors
Miss F Thompson – SEND Governor



North East Lincs Local Offer

The North East Lincs Local Authority Local Offer can be found at

<https://sendlocaloffer.nelincs.gov.uk>

SENDIASS	ask@nelsendiass.org.uk	01472 326363
Health Visitor		01472 323660
School Nursing Team	schoolnursingadvice@nelincs.gov.uk	01472 323660
South Bank SEND Sleep Service	Enquiries.yorkshire@kids.org.uk	01482 467 540
SENART	SEN@nelincs.gov.uk	01472 326292 option 6
NAVIGO – Single Point of Access	navigo.yymmneuro@nhs.net	(01472) 256256 and select option 3.



Feedback

"I'm so pleased I made the decision to move my child here. I know he is cared about and you actually listen to me" (Year 2 parent)

" I'm really grateful for all the support Miss Brougham has given my children. We really appreciate this as a family." (Year 4 parents)

"I can't believe how much progress my child has made with their speech since having therapy in school." (Reception parent.)

Date ratified by the Governing Body: February 2024

Date reviewed/written: February 2024

Next review date: February 2025

Signed by Chair of Governors: _____ **Date:** _____

This document will be kept up to date and altered when changes occur.