



Grange Community Nursery and Primary School



SEND Information Report

Grange Community Nursery and Primary School is a welcoming and friendly school that provides high quality education for children aged 3-11.

It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home and school and recognise the importance of trust and shared responsibility in education. We have high expectations for all pupils. We welcome and celebrate the diversity in our community and share experiences, interests and strengths. Our Inclusion Co-ordinator/Special Educational Needs/Disabilities Co-ordinator (SEND/CO) is **Mrs Harriet McGilloway**. She can be contacted on **01606 800390** or **inco@grange-pri.cheshire.sch.uk**.

SEN/D provision in 2022/2023

In Weaver Trust, we adopt a consistent approach in line with Cheshire West and Chester maintained schools in meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEN/D) being met in a mainstream setting wherever possible.

In 2022/2023 we supported children with SEN/D in all four broad areas of need.

- pupils with **cognition and learning** difficulties. This included pupils with moderate and specific learning difficulties including; dyscalculia, dyslexia, and dyspraxia.
- pupils with **sensory, medical and/or physical** difficulties.
- pupils with **communication, interaction and language** difficulties. We taught pupils with elective mutism, autistic spectrum condition, speech and language difficulties.
- pupils with **social, emotional and mental health** difficulties. We have taught pupils who have school anxiety, social anxiety, attention deficit hyperactivity disorder (ADHD).

What is our policy for identifying pupils with SEN/D and assessing their needs?

Identifying pupils with SEN/D.

We recognise that if a pupil is making less progress than expected or achieving below age-related expectations, this does not necessarily mean that they have SEN/D. It could be that they are new to the country, are shy, have not had the experiences that others have had at home or a range of other factors.

In 2022/23, leaders met with teaching staff in pupil progress meetings every half term to identify which children are making less than expected progress. If expected progress was not made, then we worked to establish any reason for lack of progress including:

- Attendance issues
- Home life

These pupils were then closely monitored, as part of the school's graduated approach to SEN and given a chance to catch up quickly through a planned intervention of individual or group work.

If subsequent intervention or catch-up programme does not lead to adequate progress then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available.

Assessment of need:

To help build a clearer picture of a child's needs the school's SENDCo is able to make use of a range of assessments including:

- WellComm speech and language screening,
- GL Dyslexia Screener,
- Spelling and reading age assessments,
- NELI interventions,
- Specialist outreach support and assessments from specialist settings,
- Engagement model for children not engaging in subject-specific learning.

Education, Health and Care Plans:

An Education, Health and Care Plan (EHCP) is written for children whose learning needs are, severe, complex and lifelong. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention Groups.

For your child this would mean:

The school (or you) can request that Local Authority Services 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 request has been made to the 'Panel of Professionals' (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 current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. If

you, as the parent, disagree with the decision made, the school is able to support you through the process of mediation or tribunal in co-ordination with an independent tribunal service.

If written, the EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term outcome goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

What are our arrangements for consulting parents and involving them in their child's education?

Targets and outcomes for children with SEN/D are shared with their parents/carers on a termly basis. This is done in a range of ways, including through Parents' Evening appointments, school reports and review meetings. Parents and carers also have the opportunity to discuss their child's progress throughout the year by making an appointment with the SENDCO.

On an annual basis, the SENDCO contacts parents to gather their views about how their child is progressing, what is working well and what could be improved further.

We have an annual questionnaire in which they can voice their thoughts about their child's education. The school invites parents to be part of the parent-teacher association to talk about aspects of their child's wider education such as trips, visits, extracurricular activities, fund raising etc.

What are our arrangements for consulting young people with SEN/D and involving them in their education?

Pupils with SEN/D are asked to contribute towards setting their own half-termly personal targets. They are also invited to share their views during review meetings or when their SEN/D profiles are being reviewed and updated. They express their interests, what they are successful at and what they think they need to get better at. Importantly, these are then followed up so that the teacher builds these interests and successes into their weekly planning.

Other opportunities for pupils to be involved include being invited to complete a questionnaire about their experiences and being welcome to attend meetings with their parents such as parents' evening and SEN/D review meetings.

Pupils with SEN/D have their say in our school. We have an active school council from Year 1 – 6. Children from these year groups are elected to be representatives for their class and attend regular meetings. The School Council is actively involved in decision making within the school and regularly conducts surveys to gather views and opinions from their peers. Any child in the school can nominate themselves to be elected to the School Council and any child can put forward a suggestion to the School Council at any time. Y5 and Y6 school councillors regularly attend Young Leaders Meetings with other schools in our cluster.

What are our arrangements for assessing and reviewing pupils' progress towards outcomes?

(opportunities to work with parents and pupils as part of this assessment and review)

We track pupil progress in different ways.

- In the EYFS, we track if children meet the early learning goals by the end of Reception.
- In Year 1, we check children's knowledge and understanding of graphemes and phonemes through the Year 1 Phonics Screening Check. Children who do not meet the required threshold re-take the Check in Year 2.
- In Year 2, we track whether pupils are on course to meet age-related standards in reading, writing, mathematics.
- In Year 4, maths knowledge is checked during the Multiplication Tables Check.
- In Year 6, we track whether pupils are on course to meet age-related standards in reading, writing, mathematics.

For pupils with SEN/D, there is a cycle of consultation meetings, based on 'assess, plan, do, review' model which takes place throughout the year. Regular meetings held with class teacher, teaching assistant and SENDco. Pupil Progress meetings are held six times annually to review class provision maps and individual pupils' progress through data analysis.

Regular meetings are held with external agencies (Educational Psychologist, Speech and Language Therapist and Specialist teachers) who are currently involved with children throughout the school as well as meetings with parents/carers and class teachers to discuss recommendations and reports written by specialist agencies.

At the beginning of the academic year, we annual reviews are arranged for pupils with an Educational Health Care Plan; interim reviews can also be arranged throughout the year if deemed necessary to request a change in setting or funding.

When children with SEN/D are being assessed, consideration is given to whether they need materials modified, need a scribe or need additional time.

What are our arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?

At the end of each academic year, the teachers of each child with SEN/D meet with their new class teacher for a transition meeting. During this meeting, they will discuss what works well to support each child and the targets that they are currently working on. SEN/D profiles are updated and shared with the new class teacher to ensure consistency in each child's provision. Following this, the whole school will have planned transition days where each class is taught by their new teacher.

For children who are moving on to Year 7, the Year 6 teacher and SENDCO will discuss arrangements for the future with parents and the receiving secondary school. Additional transition visits will be discussed

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and arranged where necessary, and details of the provision in place at our school will be shared in detail with the secondary school.

What is our approach to teaching pupils with SEN?

At Grange Community Nursery and Primary School, we pride ourselves on our inclusive ethos. Children with a range of SEN/D access high-quality teaching in our mainstream classrooms. We strive to teach all children to the same high standards, however we make adaptations to allow those with additional needs to access the curriculum. This may include different levels of support from adults or adapted learning materials, dependent on their need. Some children require physical adaptations to classroom equipment or access to another space within school. We work closely with the child, their parents and external specialists to ensure that these adaptations are sufficient and appropriate.

However, we are absolutely committed to retaining the highest expectations of our children, regardless of their starting point. At no point will there be limits to what they can achieve, and we are proud to support our children with SEN/D in achieving exceptional rates of progress by the end of Key Stage 2.

The specific support that each child is entitled to can be discussed further by contacting our SENDCO, Mrs McGilloway.

The expertise and training of staff to support pupils with SEN, including specialist expertise

Our teaching and support staff have received training on a range of different topics to improve our SEN/D provision. This training includes but is not limited to:

- De-escalation behaviour training
- Autism Spectrum Disorder (in Primary and the Early Years)
- Sensory Processing Occupational Therapy planning
- Speech and Language training
- Supporting children with SEN/D in the mainstream classroom
- Subject Leader training – supporting learners with SEN/D in the foundation curriculum
- Hearing impairment training

In our school, we are reactive to needs which may arise throughout the school year as new children join us or receive diagnoses. We ensure that the teaching team and SENDCO working with these children receive appropriate training.

How do we evaluate the effectiveness of the provision made for pupils with SEN?

On a half-termly basis, the Headteacher and SENDCO report to the Local Education Committee through the Headteacher's report and LEC meetings. In these half-termly meetings, the members of the LEC review the updates on SEN/D matters and ask pertinent questions.

- Mr Alan Harding, who is the governor responsible for Inclusion (including SEN/D matters), can be contacted on the following email address: aharding@grange-pri.cheshire.sch.uk

In the 2022/2023 academic year, we also engaged with an SEN/D audit carried out by the Headteacher of a local specialist school.

As well as the half-termly assessments that are carried out, we also analyse data from the statutory assessment points to evaluate the progress and attainment of our children with SEN/D.

How do we enable pupils to engage in activities available with others in the school who do not have SEN?

In our school, all children have the same opportunities. We are proud to offer a range of enriching opportunities for all children including school trips, after-school clubs, residential and visitors within school. Children with SEN/D have equal opportunity with their peers to partake in these experiences. Where necessary, we would make arrangements so that any barriers posed by activities for children with specific SEN/D could be overcome, enabling the child to take part in the experience.

How do we improve emotional and social development, including extra pastoral support and arrangements for listening to the views of pupils and measures to prevent bullying?

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.

- The Emotional Health and Well-being of all our pupils is very important to us.
- We have a robust Safeguarding and Child Protection Policy in place; we follow National & LA Guidelines.
- We have a robust Behaviour and Discipline Policy in place.
- The Head teacher and all staff continually monitor the Emotional Health and Well-being of all our pupils.
- We are an Anti-bullying school.
- We have trained TAs who deliver Mindfulness interventions.
- "My Views" are collected on a regular basis.

How do we involve other bodies, including health and social care, LA support services and voluntary sector, in meeting pupils and young people's SEN and supporting their families?

We work with a range of external agencies to support our children with SEN/D. Referrals are made promptly when needed and as a school we are flexible in facilitating external providers within school. We check the identity of each practitioner and ensure that they meet our high standards of safeguarding.

Services that we engage with in school include:

- Educational Psychology Service
- Education Access Team
- Information, Advice and Support Service
- Health Provision
- Speech and Language Therapy – NHS
- Speech and Language Therapy - Jane Mullen Speech Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- Community Paediatricians
- CAMHS
- Autism Service
- School Nurse
- Family Caseworkers
- Outreach Services from Specialist Settings

What are our arrangements for handling complaints from parents/carers about the provision made at the school?

Parents and carers are invited to discuss any questions or concerns they may have with Mrs McGilloway or Miss Albiston (Headteacher). However, in the event that the issue cannot be resolved via this route, parents/carers are directed to the school website which details our complaints policy and procedure.

What are the arrangements for supporting pupils who are looked after by the LA and have SEN?

Following Department for Education guidance (Promoting the education of looked-after children and previously looked-after children Statutory guidance for local authorities, 2018), we recognise that Looked-After children are statistically more likely to have SEN/D than their peers. As a school, we would ensure that any plans for meeting their additional needs (including Education, Health and Care Plans) work in harmony with the care plan and PEP without duplicating information already outlined in their social care plans. The information on the care plan would also populate the 'care' assessment section of the plan. For children who have SEN/D but do not have an EHCP, the additional support that they require will be regarded as part of the child's PEP.

Children and young families Act 2014 – section 69

What are our arrangements for admitting a pupil with a disability?

In line with the Equality Act 2010 and the Public Sector Equality Duty (PSED) Grange Community Primary School will ensure that every child is fully included in our school community and has equal access to learning regardless of disability. The school is fully committed to addressing and removing all barriers to learning and participation, and ensuring equality of opportunity for all.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments to procedures, criteria, practices and access arrangements should be considered as part of SEN planning and review. This may include the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

Accessibility planning is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum,
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided,
- Improving the availability of accessible information to disabled pupils and all those to whom it would be of benefit.

Further information regarding our facilities, the steps we have taken to prevent disabled pupils being treated less favourably than their peers and other information can be found on our Access and Accessibility Policy on our school website.