

## 2021-22 Grange SEND Information Report



### **What is the profile of pupils that come to Grange Primary School?**

- *The kinds of SEN that are provided for*
- *The approach to teaching children and young people with SEN*

Grange Primary is an inclusive community school, committed to meeting the needs of all pupils through Quality First Teaching and working closely within Harrow agencies, following the Code of Practice (2015).

We cater for the needs of learners across the four broad areas of need including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory.

A number of our students have Education, Health and Care Plans, overseen by Harrow Special Educational Needs Assessment and Review Service (SENARS)

For ease of reference, our provision offer for 2021-22 is laid out below, grouped by areas of need:

## Graduated Provision at Grange Primary

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
A l l p u p i l s	<ul style="list-style-type: none"> <li>✓ Specific teaching on Speaking and Listening and Phonics, embedded into the English curriculum.</li> <li>✓ Communication friendly environments, with visual and physical prompts and scaffolds as appropriate by age and pupil need, including class visual timetables.</li> <li>✓ After school clubs that promote debate and discussion, building confidence in verbal communication skills.</li> <li>✓ Linked Speech and Language support for guidance and teacher training.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Differentiation by Learning objective, activity, medium, resource and support as planned by class team/ recommended by the SEND Team.</li> <li>✓ Multisensory resources</li> <li>✓ Scaffolds to support learning, specific to pupil stage and need.</li> <li>✓ Targeted online Reading and Mathematics programmes, for use at home and school.</li> <li>✓ One-to-one and peer reading opportunities.</li> <li>✓ Pupil voice conferences for specific subjects.</li> <li>✓ Regular library visits and sessions with school librarian.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Nurturing and supportive environment, focussed on the belief that behaviour is communication.</li> <li>✓ Whole-school reward and recognition systems to celebrate success, effort and key values (the CC way).</li> <li>✓ Whole-school behaviour policy to promote a consistent and safe environment for all learners, prioritising behaviour for learning.</li> <li>✓ PSHE Curriculum to develop pupil voice, character strength and wellbeing, as well as social and emotional competencies.</li> <li>✓ Whole-school focus on reflection and restoration.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupil-specific strategies and expectations for focus, attention and stimulus, integrated into all teaching.</li> <li>✓ Learning is supported with verbal and visual prompts, multisensory learning opportunities and discrete chunked learning objectives.</li> <li>✓ Weekly Physical Education, adapted to all abilities and needs, promoting confidence and independence.</li> <li>✓ A range of exciting sporting activities, accessed through subject teaching, lunch and after school clubs and regular opportunities to take part in external activities, events and competitions to build motor skills and resilience.</li> </ul>
S o m e p u p i l s	<ul style="list-style-type: none"> <li>✓ Personalised communication strategies in class.</li> <li>✓ Communication groups and programmes, including targeted support for social communication, including for those children with Autism.</li> <li>✓ Personalised planning, assessment and review from Harrow Speech and Language Therapy Services.</li> <li>✓ Personalised in-class and intervention support carried out by class Educators and HLTA for Speech and Language, overseen by Harrow Speech and Language services (accessed through referral) and school Inclusion Lead.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Differentiated learning activities and one-to-one reading.</li> <li>✓ Access to specific, research based Maths and English interventions, delivered and facilitated by dedicated Interventions Educator and class Educators.</li> <li>✓ Access to interventions that target children who may have specific learning difficulties including Dyslexia.</li> <li>✓ Access to targeted phonics interventions.</li> <li>✓ Access to Educational Psychology assessment (via referral).</li> <li>✓ Access to adapted schemes of work, as recommended by Educational Psychology Service and reviewed in learning plans/ annual reviews.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personalised behaviour and learning plans for learners to work towards specific targets and take ownership of their behaviour and improve.</li> <li>✓ Home-school recognition system (Class Charts) to promote sense of self and wellbeing and celebrate success and progress.</li> <li>✓ Access to Rainbows (Bereavement support)</li> <li>✓ Nurture groups, focussed on self-regulation and wellbeing.</li> <li>✓ Access to in-school mentoring.</li> <li>✓ Access to group and individual play therapy (accessed through referral).</li> <li>✓ CAMHS, Horizons and Educational Psychology (accessed through referral) support, with recommendations incorporated into learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Access and use of resources such as writing frames, pencil grips, and hand putty.</li> <li>✓ Access to handwriting program to support fine motor and perceptual skills.</li> <li>✓ Curriculum and resource adaptation, as recommended including use of ICT and physical resources.</li> <li>✓ Single story site, with ramps to support changes in level and accessible classrooms.</li> <li>✓ Access to sensory room for regulation, drop-in.</li> <li>✓ Consultation teaching strategies and support programmes from Harrow Occupational Therapy and Hearing Impairment and Visual Impairment Services (accessed through referral).</li> </ul>

## If I am concerned about my child what should I do?

### Who shall I talk to? What will happen next?

- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Arrangements for consulting parents of children with SEN and involving them in their child's education

Come and talk to us straight away. Your first contact is the child's teacher, but you can also share concerns with any member of staff who can make a referral.

Depending on the concern, we will consult with the teacher and senior leader responsible for the phase. We will also involve our SEND and Inclusion team to help plan support.

Grange Primary follows the Code of Practice (2015)'s Graduated response cycle, below:

## Graduated Response at Grange Primary

### Referral: Any member of staff



- ✓ Any member of school staff can make a referral, for a concern they have noticed or on behalf of a parent or professional.
- ✓ Note down the concern, and what is already in place to help that learner – the more detail the better.

(up to 1 week)

### Phase 1: Phase Lead and Teacher



- ✓ The Phase Lead may discuss with staff and may look at progress, work and key lessons.
- ✓ They will feed back to the teacher and recommendations for Quality First Teaching to try and resolve the concern.
- ✓ They may bring in additional support:

Literacy

- ✓ May recommend strategies for differentiation.

EAL

- ✓ Consider for screening, intervention and/or home programmes.

Behaviour

- ✓ Consider tracking, Target-cards, alternative lunch/break structures,
- ✓ Personalised reward plans and if needed Behaviour Management Plans.

(up to 2 weeks)

### Phase 2: SEND lead and Teacher



- ✓ The SEND lead will work with the teacher to develop targets and strategies for in-class support and develop a Pupil Learning Plan (PLP) to share with the parent/carers.
- ✓ They may prioritise the pupil for Intervention and additional provision, work outside of class with the Teaching assistant.
- ✓ They may make external Referral for additional assessment



## What does it mean if my child is on the Special Educational Needs Register?

*- Arrangements for consulting parents of children with SEN and involving them in their child's education*

If the school has a concern, they will consult with parents/carers and (if appropriate) place the student on the Special Educational Needs register. Special Educational Needs (SEN) mean that a child needs additional support to meet their academic, personal or emotional progress. This should be specific to each pupil's needs. It is possible for pupils to move on and off the SEND register after a period of time.

## How will my child be supported?

*- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review*

*- How adaptations are made to the curriculum and the learning environment of children and young people with SEN*

If a child is identified as having Special Educational Needs, they will receive additional support and target-setting with involvement from parents/carers. They will be overseen first and foremost by the class teacher, but may also receive support from the Special Educational Needs and Disabilities Coordinator (SENDCo and Inclusion Lead at Grange) and specialist staff from the school or Local Authority, including an interventions educator and speech and language HLTA.

At Grange we capture support arrangements using a Learning Plan or a Pupil Passport. A pupil passport is created when regular daily actions (usually based in the classroom only) and routines ensure a child makes academic, personal or emotional progress. A Learning Plan is created when a pupil needs a slightly higher level of additional support and may need an Education Health Care Plan (EHCP) or they already have one. This will be drafted by the class teacher and then finalised with the parent/carer. Parents are asked to contribute thoughts upon receiving a draft learning plan/ pupil passport.

**Learning Plan** for **Name of pupil**

Stage: **SEN Support**

Date of birth: **Personal details, Form, Year, etc.**

Start date: 6/9/2017 Review date: 21/12/2017 Teacher: Mr Matthew Parker

**What are the strengths? How can we use these to help?**

**What are the concerns? Non-critical factual**

**Areas of concern:** Can become distracted, Emotional outbursts, conflict with peers, can refuse to follow instructions, not accept consequences, Can feel unhappy at school

**Areas of strength:** Eager to express herself, Wants friendships, Creative, Can write about her feelings, Able to make a deal, with staff (written and signed)

Area of need	Target	Desired outcome	Strategies & Provisions	Key staff
Social and Emotional	I can feel happy in my new class and talk about what I enjoyed each day.	<b>Name</b> enjoys school and shares positives with her class teaching assistant and family.	-Positive recognition, opportunities for responsibility. -Gold book - Yasmine writes each day on what she has enjoyed. -Shares with family.	Class teachers Home support
Social and Emotional	I can accept consequences when things go wrong.	<b>Name</b> can follow teacher instructions and accept sanctions.	Public praise, private sanction. Thinking time. Personal 'contract', flexible and shared with home.	Class teachers Home support

**From the 4 Areas of Need**

**pupil friendly 'I can' statements**

**What we should see that is different after 1 term.**

**Strategies that will go into place at home and school to support.**

**Who will help this happen.**

Any additional programmes or interventions that will be in place are also recorded in this document:

## Provisions

Name	Concern	Wave	Description	Start date	End date
Play Therapy	Social, Emotional and Mental Health Difficulties	3	Bespoke therapeutic support, contracted with family and school staff to provide a confidential and safe space to explore emotions and develop strategies. The focus of therapy will be agreed with school and home.	9/1/2017	27/3/2017

## How does the school see if pupils are on track?

## How will I know if it is working?

**-Arrangements for assessing and reviewing children and young people's progress towards outcomes.**

Each term, targets will be reviewed with comments and a score given for progress where appropriate:

Area of concern	Target	Desired outcome	Strategies & Provisions	Outcome	Notes
Organisational	Establish a routine on school evenings.	Observed on 1 out of 5 occasions.	Learning Support Assistants and parents/guardians to assist. Provide template for time management.	+2 — 5	Dedicated space for homework and
				-2 — Significantly less than expected	rt.
				-1 — Less than expected	
				0 — As expected	
				+1 — More than expected	
				+2 — Significantly more than expected	
Concentration	To start tasks quickly and maintain focus during completion.	Tasks are started within 5 minutes for each lesson over 1 week.	A class timer should be used to encourage Nasir Musa to start tasks on time and achievement of starting task should be praised. Time should be spent ensuring that Nasir Musa understands the requirements of the task and the success criteria. A short countdown to the start of the task will help Nasir Musa become mentally prepared to start. Clear expectations about pupils applying themselves quickly to tasks should be expressed and progress should be noted on monitoring sheet.		in lessons, and responds well to explanations.

Parents and carers will be part of this process and agree whether ongoing support is needed, how provision will be changed and if targets and strategies need to be adapted for the new term. Parents are asked to contribute thoughts upon receiving a review.

There is opportunity for the school, parents and pupils to meet and express how they are feeling and any concerns they have, which will help to inform future plans.

## Do I have to wait for the next review if something is not working?

**- Arrangements for consulting parents of children with SEN and involving them in their child's education**

**- Evaluating the effectiveness of the provision made for children and young people with SEN**

**- How adaptations are made to the curriculum and the learning environment of children and young people with SEN**

No! Let's talk straight away and schedule a face to face/ telephone meeting with the teacher or Inclusion lead. If there are emergent concerns at home or at school, it is best to adapt as soon as possible. The Learning Plan/Pupil Passport describe what is needed to best support the child, so these meetings can lead to changes in provision and an early review of targets.

## What is an Outcome? How are they created?

**-Arrangements for assessing and reviewing children and young people's progress towards outcomes.**

Pupils that have an EHCP have long term targets called Outcomes. Provision for pupils with an EHCP is determined by the long term outcomes decided by professionals in partnership with parents, documented in the EHCP. Short term targets towards these outcomes are set in Learning Plans. There is a focus on achieving the best possible outcomes of short term targets.



Here are some example outcomes (names have been changed):

- ✓ Susie can read and respond to text messages from her family, to say where she is and what she is doing.
- ✓ Ahmed can manage his feelings when things go wrong, using strategies like breathing exercises and sensory toys to get himself back on track.

## What is an Annual Review Meeting?

***-Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review***

For students who hold an Education, Health and Care Plan (EHCP), there is also a legal meeting called an Annual Review which takes place each year (after 6 months for children in Early Years, including reception and Nursery). During this meeting, progress towards outcomes are discussed and any recommendations for changes to the EHCP are be made.

This meeting will be held with the parents/carers, teachers, Inclusion Lead and pupil where appropriate. Specialists, social workers, therapists and other professionals involved with the student may also be invited and asked to attend and/or submit a report for the meeting. The pupil's views will also be captured. Depending on their needs and the focus of the meeting, pupils will also be invited to be part of the meeting.

With our termly process of target-setting and review, we aim for this meeting to be the culmination of an ongoing conversation. We review the special educational needs and progress towards their outcome statements. Reports, Learning Plans and reviews, behaviour information and any other relevant supporting documents are submitted to the Harrow Special Educational Needs Assessment and Review Service (SENARS).

## How are children supported in changing Key Stage and school?

***-Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society***

Throughout school, pupils make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. Eventually, all pupils will prepare for transition from Grange to a secondary school at the end of Year 6. We work closely with families, staff and the local authority to help students prepare for change and develop their independence and resilience.

For student's on the SEND Register this process should be personalised and will be captured in their Learning Plan. It could include:

- ✓ Personal Profiles or Passports for students to take with them, between classes or environments.
- ✓ Transition meetings including parents/carers, class teachers, learning support assistants, Inclusion Lead and all other professionals involved in the transition process
- ✓ Yearly class transition handover meetings
- ✓ Transition days, so pupils can get to know new teachers, ask them any questions and feel prepared for the change to come.
- ✓ Transition books and/or social stories to give children a clear image of the upcoming changes
- ✓ Visits to new settings with familiar adults
- ✓ Visits to secondary placement schools accompanied by familiar adults
- ✓ Transition meetings with the Inclusion Lead, new setting SENDCo and families

## How do we know that the provision is working? Can we make changes?

- *Evaluating the effectiveness of the provision made for children and young people with SEN*
- *How adaptations are made to the curriculum and the learning environment of children and young people with SEN*

At a school level, the effectiveness of our provision is our number one priority. We ensure this is regularly reviewed and developed to meet our changing spectrum of pupil need and to help maximise on their future access, independence and outcomes.

This process is led by the Headteacher, SEND Governor, Inclusion Lead, Senior Leaders and Governing Body. It is developed with input from the Local Authority, external specialists and services.

At a pupil level, we recognise that pupils' needs will be changing over time and our provision needs to adapt both to maximise on successes and to meet emergent or developing needs.

Our termly review cycle allows us to review the efficacy of provision with parents/carers and pupils, in order to make changes to best meet individual pupil's needs. This will include introducing new or amended targets, piloting or introducing new support strategies for use in and out of the classroom and may also include involving external professionals.

## How will my child be involved and consulted about their targets and progress?

- *Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review*

We want all pupils to be reflective and have a voice in and own their targets and provision, as well as recognise and celebrate their successes. The manner in which pupils are involved will be bespoke to the pupils needs and may involve pupil friendly language, regular reminders, target-cards or other class-based reward systems and possibly dedicated sessions for discussion and reflection. We would like all pupils to accompany parent/carers for parent-teacher consultations, so that they can feedback and help select what will work best for them.

Pupil voice is recorded on Learning Plans and during the annual review.

## How do I make a complaint about the provision my child is getting at school?

- *Arrangements for handling complaints from parents of children with SEN about the provision made at the school*


If parents/carers are not happy with the provision their child is receiving at school they can make a complaint to the Headteacher, Daniel Kerbel, either in writing or by emailing [office@grange.harrow.sch.uk](mailto:office@grange.harrow.sch.uk). Parents/carers can also write to the Chair of Governors, and pass letters to the Reception team.

Parents can also contact Special Educational Needs and Disability Advice and Support Service (SENDIAS) for support. Contact them at [harrowsendias@family-action.org.uk](mailto:harrowsendias@family-action.org.uk) or by phone **02084286487** for free impartial guidance and ongoing support.

They can provide confidential and ongoing support and advice for families on their rights of support and appeal.



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Harrow Special Educational Needs and Disability Information Advice and Support Service (Harrow SENDIAS)

## How are Grange staff trained to support learners with SEND? Who else could help my child?

- *The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured*
- *how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families*

For ease of reference our staff expertise in areas of SEND has been organised by area of need, below:

Staff Training at Grange Primary			
Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory:
Makaton Foundation PECS Colourful Semantics Attention Autism Talking Mats Lego Therapy Selective Mutism Communication friendly classrooms Elklan	Dyslexia/SpLD Training Mathematics 5 Minute Box Number Box Numicon Supporting children with Autism Talk 4 Writing Phonics Toe by Toe	De-escalation and Positive Behaviour Relationship Management Play Therapy Rainbows Team Teach PRICE Training Attachment Theory Social Stories	First Aid Gross and fine Motor Skills Sensory Processing Write from the Start

## Meet the Inclusion Team

Although Inclusion at Grange primary school involves our entire staff team and community, we do have a dedicated Inclusion Team:



Miss Waite – Special educational needs/disabilities coordinator



Mrs Raza – Inclusion support





Mr Omotayo – Behaviour Mentor



Miss Hawkins – Interventions Educator



Miss Rodriguez – HLTA for Speech and language therapy

As a school, we work with Occupational Therapy, Harrow Sensory Team, Children Adolescence and Mental Health Service (CAMHS), Harrow Horizons, Speech and Language Therapy Service, Educational Psychology service and Harrow Children's Services. We follow strategies and support programmes as recommended. We work with Harrow Special Educational Needs and Disabilities Advice and Support Service (SENDIAS), who provide free and independent support and advice to parents and carers. Finally, as a Harrow Community School, we work extremely closely with Harrow Special Educational Needs Assessment and Review Service (SENARS) who oversee our provision and application process for pupils with Education, Health and Care Plans or those applying for one. We welcome multi-professional involvement in helping provide the best possible support for all our pupils, so if there is a professional supporting your child, do let us know and we can include them in correspondence and professionals' meetings.

For information the Harrow's local offer, please go to <https://www.harrowlocaloffer.co.uk/>

Harrow's Local Offer provides information about services for children and adults with Special Educational Needs and Disabilities and has been created by parents and professionals.