

SEND Information Report

Below are the questions covered in our Information Report.

If you require a version of this in another language, or would like to discuss our Information Report with us further, please do not hesitate to contact Mrs Meek, our Deputy Headteacher and SENCo.

Who are the best people to talk to at Grange Primary Academy about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

There are several people you can talk to at Grange if your child is having difficulties regarding their learning or social and emotional wellbeing. If you are unsure of who to approach, either have an initial chat with your child's teacher or call Mrs Meek who will be happy to discuss your concerns with you. Below is an overview of the key people in school who are responsible for supporting children with SEND.

Your child's teacher is responsible for:

- Checking the progress that your child is making in class
- Identifying any areas your child may need additional support in, planning and delivering this
- Keeping you informed of progress and any areas they are receiving extra support in through parents' evenings and end of year reports
- Notify you of any additional interventions that your child is taking part in
- Notifying the SENCo if they feel they need additional support to help your child succeed in their learning

The SENCo (Special Educational Needs Co-ordinator) is Mrs Lydia Meek. She is responsible for:

- Co-ordinating the support that your child is receiving and ensuring that your child gets a consistent, high-quality response to meeting their needs in school
- Ensuring that you are involved in supporting your child's learning, kept informed about the support they are receiving and involved in reviewing how they are doing
- Liaising with other professionals who come into school to help support your child's learning, for example Speech and Language Therapists and Educational Psychologists
- Ensuring that we have accurate records of the provision that your child is receiving and the progress they are making with this support
- Providing support for teachers and support staff so they can help children with SEND in the school achieve the best progress possible

The Headteacher is Chris Latimer. He is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met
- Ensuring that the governing body are kept informed about any issues in the school regarding SEND

The SEND governor is Kevin Marchand. He is responsible for:

- Making sure that the necessary support is made for any child who attends Grange with SEND

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

There is a range of support available at Grange for your child. These include Quality First Teaching, specific group work, support from external agencies and professionals or specific individual support. If your child is receiving any support in addition to Quality First Teaching, you will be notified by your child's class teacher.

Quality First Teaching is delivered by your child's class teacher. It ensures that there is excellent, targeted classroom teaching for all children. This means that the teacher holds high expectations for your child in all subjects; all teaching your child receives builds on their current knowledge, what they can do and can understand. This may be presented in a range of ways so your child is fully involved in their learning (for example by using practical learning strategies). Your child's teacher will carefully check progress during lessons and, if a gap in their learning is identified, will provide instant, targeted support. Where professionals have given advice and specific strategies to support your child within the classroom, teachers will use these to support your child's progress.

Specific group work, or as it is often called, intervention groups, can be run by a teacher or a teaching assistant who will have been trained to run these groups. If your child is taking part in specific group work, this will involve: group sessions where activities are planned around specific targets to help them make progress in key areas which have been identified in class teaching.

Group or Individual Support from External Professionals

Your child may receive support from an external professional after identification from the class teacher or SENCo. If your child is being referred for this support, we will ask for your permission. There may be a form for you to complete to allow us to make a referral for the service and you may be invited to discuss your child's progress, learning and concerns with the professional leading the intervention. When the professional provides reports about involvement, these will be copied for you, so you are aware of any recommendations being made to support your child's learning.

Specific individual support

This support is normally provided via an Educational, Health and Care Plan (EHCP) or, an Additional Funding Application. This means that your child will have been identified but the SENCo as needing a particularly high level of 1:1 support (more than 15hrs per week) which cannot be provided by the budget already made available to school.

Usually, in this case, your child will already be receiving specialist support from a number of professionals outside the school.

Educational, Health and Care Plans

This level of support is available for children whose learning needs are severe, complex and lifelong and who require more than 15hrs 1:1 support in school. The school, or yourself, can request 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. When applying for an EHCP, the school completes an EHCP form. This form has a lot of information about your child, written by yourself, the school and your child and is sent to a panel who then decides whether they think your child's needs (as described in the application form) are complex enough to require a statutory assessment.

How can I let the school know if I am concerned about my child's progress at Grange Primary Academy?

At Grange, we have an open door policy. We strive to work in partnership with parents to ensure the best outcomes for children. If you are concerned about your child's progress, please do not hesitate to talk to us about your concerns.

Initially, speak to your child's class teacher about your concerns. Class teachers will report on progress to you through parents' evenings twice a year and the end of year report. If you would like to discuss concerns you have about your child's progress between these meetings, please do not hesitate to speak to your child's class teacher who will be happy to help.

If you are still not happy that concerns you have raised are being managed, after discussing these with your child's class teacher, and you feel your child is still not making progress, you should speak to the school SENCo (Lydia Meek) or Headteacher (Chris Latimer)

If after speaking to the school SENCo or Headteacher, you are still not happy about the support your child is receiving, please contact and speak to the school SEND governor, Kevin Marchand. You can contact him through the school office.

How will Grange Primary Academy 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 in detail with you.

At a meeting to discuss your child's learning needs in school, we will:

- Share our concerns
- Listen to any concerns you have
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning
- We may share strategies with you that could support your child's learning at home

How is extra support allocated to children at Grange Primary Academy?

If you have any further questions or queries about this, please do not hesitate to contact Lydia Meek (SENCo)

The school budget is received from the Northamptonshire Local Authority and includes money for supporting children with SEND.

The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors and United Learning, on the basis of needs in the school.

The Headteacher and SENCo discuss all the information they have about SEND in the school, including: the children receiving support already; the children identified as needing additional support the children who have been identified as not making as much progress as would be expected; and from this discussions, it is then decided what resources training and support are needed.

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

Who are the people providing services to children with Special Educational Needs and/or Disabilities in this school?

There are a range of people and services providing children support at Grange Primary Academy. If additional support is being offered to your child from an external professional, we will always ask for your consent and give you copies of any reports which are generated from meetings with yourselves, the school or with your child.

Services directly funded by the school

Family Support Worker

Education Psychology Service

Pastoral Support Team

Services paid for centrally by the Local Authority but delivered in school

Autism Outreach Team

Speech and Language Therapy

Services provided and paid for by the Health Service but delivered in school:

School Nurse

Occupational Therapy

Physiotherapy

Health Visitor

How are the teachers at Grange Primary Academy supported to work with children who have Special Educational Needs and/or disabilities and what training do they have?

We offer a range of training to support teachers in ensuring their teaching is tailored to support children with SEND. This includes:

The SENCo supports class teachers in planning for children with Special Educational Needs. This may be through shared lesson planning, shared intervention planning, delivering training sessions or completing lesson study to show good practise.

The school has a training plan for all staff to improve the teaching and learning of children, including those with Special Educational Needs. This includes whole staff training on, for example, ASD and Speech and Language difficulties.

Individual teachers and support staff may attend training sessions and courses run by outside agencies that are relevant to the needs of specific children in their class, for example by the Visual Impairment Service.

How will teaching at Grange Primary Academy be adapted for my child with Special Educational Needs?

We are committed at Grange Primary to ensure that we provide all children with Quality First Teaching which is differentiated to meet their needs. We believe that ability is not fixed and that through well planned teaching and learning, children's abilities can soar.

Your child's class teacher will plan lessons according to the specific needs of all groups of children in the class, including your child. This will ensure that your child's needs are met on a daily basis through class provision. The SENCo may support your child's teacher if necessary in developing planning to meet your child's needs, if they are working below expectations for the year group they are in.

Specially trained support staff can adapt the teacher's planning to support the needs of children where necessary, and specific interventions and strategies can be used to support your child individually and in groups.

Sometimes we may seek advice from external agencies to ensure that the provision we offer children is tailored to their needs, and that the resources and strategies we use, support your child's learning.

How will we measure the progress of your child at Grange Primary Academy?

Your child's progress will be continually monitored by their class teacher. They will be assessed regularly against statements linked to the National Curriculum and achievements against these will be recorded on our tracking systems.

Your child's progress will be formally reviewed each term and a level will be given in reading, writing and maths. These levels are linked to children's age related expectations.

At the end of each Key Stage (i.e. end of Year 2 and 6), all children are required to be formally assessed using government set tests. This is something the government requires all schools to do and the results of these tests inform the school data that is published nationally.

Some children may be set individual targets and these will be reviewed with you 3 times per year.

If your child has an EHCP this will be formally reviewed with your involvement at an Annual Review.

The SENCo will also ensure that your child is making good progress within any individual or group work that they are taking part in.

What support do we have for you as a parent of a child with a Special Educational Need or Disability?

Your child's class teacher is regularly available to discuss your child's progress, or any concerns you may have. They will also be able to share information about what is working well and be able to offer support and guidance on how to help your child's progress at home.

The SENCo is available to meet with you to discuss your child's progress or any concerns and worries you may have.

All information from outside agencies and professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. If you wish to discuss the content of reports, please contact the SENCo who will be happy to discuss these with you.

Class teachers will meet with you at parents evenings and offer support and guidance as a result of this.

Homework will be accessible for all children at their own level.

We may use a home-school book to communicate with you details about your child's school dat, if this has agreed to be useful for you and your child.

Support may also be available for you from external agencies which the school will be able to research for you.

How is Grange Primary Academy accessible to children with Special Educational Needs and/ or Disabilities?

Below are some key points around the accessibility of Grange Primary Academy for children with Special Educational Needs and Disabilities. For more detailed information about accessibility, please refer to our accessibility plan.

We ensure that equipment used is accessible to all children, regardless of their needs.

Specialist equipment is provided to support all learners.

After school provision is accessible to all children, including those with Special Educational Needs and/ or Disabilities.

How will Grange Primary Academy support your child when they are leaving our school, or moving onto another class?

We recognise that transitions can be difficult for children with Special Educational Needs and/or Disabilities 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 new school SENCo and ensure that they know about any special arrangements or support that needs to be made for your child. We will also ensure that all records about your child are passed on promptly to their new school.

When moving classes in school

Information will be passed on to the new class teacher in advance and an information sharing meeting will be made between the previous and new teacher. Children may have personalised transition plans to support them with this move and before the Summer Holidays will experience a day transition with their new teacher.

When in Year 6

The SENCo will discuss the specific needs of your child with their Secondary School and share any support strategies we have put in place. Your child may complete focussed learning about aspects of transition to support their understanding of the changes ahead. In some cases, we may arrange for your child to visit their new school on several occasions, and in some cases, staff from the new school will visit your child at Grange.