

Grange Park Primary School
Special Education Needs Information Report
2023-2024



How we support children with special education needs or disabilities

Our Vision:

At Grange Park Primary School, our motto is creating foundations for bright futures. At our school, we foster a nurturing environment where every child is encouraged to find their own voice and grow as a person, while developing a lifelong love for learning. For us, a bright future is not just what children go on to achieve academically, but it's one where they have high aspirations for themselves, build strong relationships and are happy and confident to follow their own paths.

Our Intent:

Grange Park is committed to:

- Ensuring that all pupils realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all pupils regardless of specific need or academic ability.
- Ensuring that all pupils with special educational needs and/or disabilities are identified, assessed and well supported.

We aim to ensure that:

- The 2014 [SEND Code of Practice](#) is followed, with particular reference to the [Schools: Guide to the 0 to 25 SEND Code of Practice](#)
- Each Enfield Learning Trust Schools statutory duties are met for pupils with Statements or Education Health and Care Plans (EHCPs).
- Every child achieves his or her potential regardless of special educational needs and/or disabilities.
- Pupils are enabled to become independent, resourceful and resilient learners.
- There is ongoing communication with parents about their child's progress, support and changing needs.
- The views of the individual pupil are considered when determining the nature of provision made.
- Pupils are offered full access to a broad, balanced and relevant education, including an appropriate curriculum.
- Teachers and teaching assistants receive adequate training and information to enable them to support the learning of the pupils in their classes.

Grange Park has always had a nurturing ethos throughout the school, our children's well-being and happiness in their education with us is paramount. Our Ofsted rating is 'Good'. Our most recent inspection was on 2 and 3 March 2022. The full report can be downloaded from our Ofsted's website, please click the following link for further information.

Please click the link for our latest Ofsted report: [Ofsted Report](#)



This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

The SENCO

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

What defines a pupil with special educational needs and disabilities?

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are 4 broad areas of need that children with SEND are categorised under to make it easier to identify the type of support they need in order to thrive in their learning and development. (See next section for further details on the 4-broad areas of need).

The Four Broad Areas of Need:

We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

We support our children by responding to parents' and pupils' views and concerns and believe strongly in working in partnership with our families and when appropriate, outside support agencies in order to provide the best education for your child in order for them to achieve their full-potential at school and so help prepare them for adulthood.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

The kinds of special educational needs (SEN) for which provision is made at the school:

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy and a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does our school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age related expectations.

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance.
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.
- Through our assess – plan – do – review cycle.

Different Levels of Need:

There are different levels of need for every individual. Some children may have fallen behind in their learning and require a 6-week catch up programme and make the progress they needed too and will no longer be a concern. This would be classed as 'Universal Provision' (see below). Whilst others may require more long-term support and planning. Below explains the different levels of support a child may need after the identification process, these children would fall under either 2 or 3 below:

- 1) Universal Provision (Cause for concern, but not necessarily SEN. Additional Needs register)
 - 2) SEN Support / Additional Provision (Special needs register)
 - 3) EHCP / High Need Provision (Statutory assessment/request / Special Needs register)
- Following assessment, the pupil will be provided with provision appropriate to the identified range.

What should a parent do if they think their child may have special educational needs?
Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact Cathy Burns, SENCo at our school.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with your child.



How will the school support my child?

- Our SENCo oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class or in small groups to ensure that progress in every area is made.
- Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Assess – Plan – Do – Review Continued:

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil centred profiles. These are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

The class teacher and SENCo will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

Some children are given a Learning Support Plan with specific targets so that it is easy to track progress, class teachers work with parents to review progress and agree new targets.

There may be a Learning Support Assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.



Some of the Learning Support Assistants in school specialise in a specific area. These staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.

We also have a lead teaching assistant for speech, language and communication. Some of our children with language difficulties use symbols, Picture exchange communication (PECs), colourful semantics or iPads to help them communicate their needs.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding (we follow the Jigsaw scheme) and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. Interventions aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills with the school's Learning Coach: Colin Williams
- We are proud that our school has gained the silver Healthy Schools Status which evidences the work undertaken within the school to support pupils' well-being and mental health.

How is the Local Governing Board involved and what are their responsibilities?

- The SENCo reports to the Local Governing Board every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The role of the Local Governing Board is strategic and not operational although it is wide-ranging and covers a number of key aspects of school life which need to be monitored regularly. However, ensuring that the school is doing all it can to provide a broad and balanced curriculum which supports the needs of all pupils lies at the heart of the Local Governing Board.
- The Local Governing Board monitors the school's activities in SEND. Local Governor visits focus on monitoring how learning barriers are overcome through targeted support and care, so that pupils with special educational needs and/or disabilities are able to thrive within a mainstream education.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. On some occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own level.

How is the decision made about what type and how much support my child will receive?

The class teacher and the SENCo will discuss the child's needs and what support would be appropriate.

We follow the assess – plan – do - review process in order to identify any barriers in learning that a child might have. If a child has gaps in their learning identified by the teacher, then they might join a learning intervention group to directly address any issues. After the intervention has been completed, the child will be reassessed and should have made progress and therefore would have completed the intervention. When a child does not make the progress expected, then the SENCo will be informed and further assessments or other support will be sought. This might mean a referral to outside agencies as we strongly believe that collaboration between school and health and social care services is key in order to plan and prepare the right support and provision for our children.



How does the school judge whether the support has had an impact?

- By reviewing children's outcomes termly on Learning Support Plans and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the outcomes will be given to the parent.
- The child is making progress academically against national/age related expectations, discussed at Progress Meetings, attended by Class Teachers, SENCo and the Deputy Headteacher for Assessment.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum levels and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those children experiencing difficulties and what further support can be given to aid their progress.
- When a child's Learning Support Plan is reviewed, comments are made against each outcome to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at termly Learning Conversations.
- You are also welcome to make an appointment at a mutually convenient time to meet with either the class teacher or SENCo to discuss how your child is getting on.

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

- The class teacher or the SENCo can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they might have a Learning Support Plan (LSP) which will have individual or group outcomes. This will be discussed with you on a termly basis and you will be given a copy of the LSP. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- The class teacher will implement the recommendations from external agencies e.g. a speech and language therapy report and these will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- We also invite parents to 'Come Learn with Me' events in school, where parents participate in learning activities.



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

- Funding for pupils in mainstream primary schools:

1. A proportion of the funds allocated per pupil to the school provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include: targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time for SATs)
4. In class, part-time adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, for example)
5. Out of class support (relationship building, social, emotional skill development with the Learning Coach)
6. Small group interventions to enable catch up (subject or targeted at additional need)
7. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
8. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text)
9. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special schools on action to improve inclusion: shared alternative environments etc.)
10. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
11. Access to wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
12. Access to support from in-school sources e.g. Learning Coach or from charities (e.g. Barnardo's, Relate) and community sources (e.g. Youth and Church groups, local businesses)
13. Implementation of strategies from support agencies e.g. Behaviour Support, Enfield or Educational Welfare Support.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the welfare assistant and SENCo in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.



What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Local Governing Board.

Good class attendance is rewarded through a special mention in weekly achievement assemblies.

- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
- In the event of any serious behaviour incidents, we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

How will my child be able to contribute their views?

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Parliament.



Our Learning Quest enables pupils to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning.

- Children who have Learning Support Plans (LSP) discuss their targets with their class teacher.
- If your child has an Education, Health Care Plan their views are also incorporated into their plan (if appropriate) and reviewed annually.

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

- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, and Social Worker.
- The 'Enfield Local Offer' is available at <https://www.enfield.gov.uk/services/children-and-education/local-offer>

What training have the staff supporting children with special educational needs, had or are currently having?

- All of our Learning Support Assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programs.
- We have a member of staff who has had training in delivering Speech and Language programs planned by a Speech and Language Therapist.
- A number of teachers and teaching assistants are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- Some Learning Support Assistants are trained to deliver Tiger Team sessions, an intervention to help develop gross motor skills.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The ground floor of the main school building and both floors in the year 5/6 hub are wheelchair accessible.
- There are 3 disabled toilets, which are large enough to accommodate changing and personal hygiene care.
- The school building is decorated and maintained to support children who are visually impaired or have ASD.
- Two playgrounds have shaded areas to support pupils with light sensitivity.
- We also have a Sensory Room as a space of quiet and calm for pupils who might need time away from the mainstream classroom for short periods in the school day.



How will the school prepare and support my child when joining the school or transferring to a new school?

On Entry:

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12) Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils to meet staff in the new school.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are parents involved in school life?

** Please kindly note that due to health and safety guidance because of **COVID-19**, parents are not currently visiting the school building. However, Grange Park is committed to ongoing communication with our parents and we continue to keep in touch via the telephone or via an online platform.

- We have 'Come Learn With Me' days, which give parents the opportunity to see and participate in their children's learning and offer their views on the day to day school life.
- Parents are also welcome to help out as volunteers, for example listening to readers.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.



Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCo: Cathy Burns by emailing the school office on: office@grangeparkprimaryelt.org or by telephoning the school office on: 020 8360 1001
- Enfield SEND IASS is an organisation that provides independent advice and support for families – 0208 373 2700 or enquiries@enfieldparents.org.uk

Who should I contact if I am considering whether my child should join the school?

- Contact Debbie Miller, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCo who will discuss how the school could meet your child's needs.

Our offer to children with special educational needs and disabilities was reviewed in September 2023.

It will be reviewed again in September 2024.

