

Grange Park Primary School
Special Education Needs & Disabilities Information Report
2026-2027



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, including those with SEND, realise their potential, through a broad and balanced curriculum that provides both equity and 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 Connect Education Trust Schools statutory duties are met for pupils with Education Health and Care Plans (EHCPs).
- Every child achieves his or her potential regardless of special educational needs and/or disabilities.
- All children 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 child are considered when determining the nature of provision made.
- Children are provided with access to a broad, balanced and relevant education, including an appropriate curriculum, in line with their stage of learning and development
- Teachers and teaching assistants receive adequate training and information to enable them to support the learning of the children 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](#).



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, SEND coordinators (SENDCOs) and the SEND information report.

The SENDCO

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND 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 children with SEND up to date.

The Headteacher

The headteacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any learning support 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 SENDCo to review each child's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

What defines a pupil with special educational needs and disabilities?

A pupil has SEND 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.

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 an adapted 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 parent and child views and concerns and we believe strongly in working in partnership with our families. When appropriate and necessary we work alongside outside support agencies in order to provide the best education for children at Grange Park in order for them to achieve their full-potential at school and to 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) and disabilities for which provision is made at the school:

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND 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 if a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at our 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 SEND 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:

- Where a child is performing below age related expectations.

- Where concerns are raised by parents/carers, external agencies, teachers, the child's previous school or the child themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Where concerns are raised by teachers, for example behaviour or self-esteem affecting performance.
- Through consultations between the class teacher and members of the leadership team where progress data is discussed.
- Through liaison with external agencies e.g. Educational Psychology Service.
- Through health diagnosis via a paediatrician or other medical professional.
- Through liaison with previous school or setting, if applicable.
- Through whole school tracking of attainment outcomes, where there are indicators to below expected rates of progress.
- Where observations of the child indicate that they have additional needs.
- Through our assess – plan – do – review cycles.

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 need to 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 - provision that is available to all children, regardless of SEND. We would expect all children to access universal provision and support in the first instance.
- 2) Targeted Support - provision that is different from or additional to Universal Provision, children receiving targeted support would usually be placed on the SEN Register so that their targeted support can be monitored.
- 3) Specialist Provision - provision that exceeds what the school can provide within its dedicated budget, and that requires specialist assessment and support in a formalised way, this is usually through an EHCP, issued and maintained by the Local Authority.

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 to share your concerns and see how they are doing in school; if you still have concerns you can contact Lauren Skuse our Assistant Headteacher and SENDCo.

We pride ourselves on building positive relationships with parents. We are open and honest and aim to provide the best support possible for each child.

Please click the link for more information about our [SEND Pathway](#).



How will the school support my child?

- Our Assistant Headteacher and SENDCo 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 SEND support will follow an assess, plan, do and review model:

1. **Assess:** Information on the child held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the child's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If a 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 child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

3. **Do:** SEND 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 child 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.

Assess – Plan – Do – Review Continued:

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

- The class teacher and SENDCo 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.
- Some of our children with language difficulties use symbols or visuals, 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 and Wellbeing Mentor: Fiona Harnett.
- 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 SENDCO 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 adapted for a specific child.
- The benefit of this type of adaptive teaching is that all children can access a lesson and learn at their own stage.

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

The class teacher and the SENDCo 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 SENDCO 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.
- Considering if the child is making progress academically against national/age related expectations, discussed at Progress Meetings, attended by Class Teachers, SENDCO 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 SENDCo to discuss how your child is getting on.

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

- The class teacher or the SENDCO 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. The Age Weighted Pupil Unit (AWPU) is the core funding allocated to schools for each pupil, based on their age, to support the cost of providing education.
2. The notional SEN budget is the proportion of a school's delegated budget that is intended to help schools meet the additional educational needs of pupils with SEND, including those who require SEN Support.
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.
4. This funding is then used to provide the support pupils with special educational needs and disabilities require, such as:
 - Targeted adaptations 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)
 - In class, part-time adult or peer support aimed at increasing skills in specific areas of weakness (learning behaviours, organisation, for example)
 - Out of class support (relationship building, social, emotional skill development with the Learning Mentor)
 - Small group interventions to enable catch up (subject or targeted at additional need)
 - 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)
 - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text)
 - 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.)
 - Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 - Access to wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 - Access to support from in-school sources e.g. Learning Mentor or from charities (e.g. Barnardo's, Relate) and community sources (e.g. Youth and Church groups, local businesses)
 - Implementation of strategies from support agencies e.g. Behaviour Support, Enfield or Educational Welfare Support.

In addition:

- 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, SENDCo 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 SENDCo 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 Headteacher and Local Governing Board.

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

- If a child is at risk of suspension for a fixed-term a Wellbeing Plan 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, this enables 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 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 Workers.
- 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 SEND 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.
- 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.
- We have two members of staff who are Emotional Literacy Support Assistants (ELSA trained) and they worked with identified children throughout the year.

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 which take place during the school day/ term time. 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 Autism.
- 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.
- To find out more please refer to our Accessibility Policy on the school website, which covers the following:
 - Increasing the extent to which pupils with disabilities can participate in the curriculum
 - Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services on offer
 - Improving access to information for pupils with disabilities so that it is as readily available as it is for pupils without disabilities.



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

On joining Grange Park Primary School:

- 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.

On leaving Grange Park Primary School, and transitioning to a new school:

- Where possible, providing a number of opportunities for pupils to meet staff in the new school.
- The annual review in Year 5 for pupils with an Education, Health and Care Plan (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 SENDCo's of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred once we are notified that they have been enrolled at another school.

How are parents involved in school life?

Grange Park is committed to ongoing communication with our parents:

- 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 Assistant Headteacher for Inclusion/ SENDCo: Lauren Skuse by emailing: send@grangeparkprimary.org or by telephoning the school office on: 020 8360 1001
- Enfield SENDIASS is an organisation that provides independent advice and support for families. For further information please see: [Enfield SENDIAS Flyer 2](#)

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

- Contact Debbie Miller via the school office.

Our offer to children with special educational needs and disabilities was reviewed in September 2026.

The SEND Information Report will be replaced by the Inclusion Strategy on 31st December 2026.

