

Grendon CE Primary School

SEN Information Report

1 How does the school define Special Educational Needs (SEN)?

Special Educational Needs (and Additional Support) means that a pupil requires support that is different from, or additional to, that which is normally available to all pupils.

2 What are the kinds of SEN that the school provides for?

Grendon CE Primary School provides for a range of needs including cognition and learning, dyslexia, speech and language needs, Autistic Spectrum Disorder, ADHD and attachment difficulties.

3 How does the school log pupils with SEN?

3.1 SEN Register

The school is required to keep an up to date SEN Register and has a duty to specifically track the performance of this vulnerable group.

Pupils will be added to the SEN Register if they have:

- have an Education, Health and Care Plan (EHCP)
- are in receipt of High Needs Funding (HNF)
- other external agency involvement eg; Educational Psychologist

3.2 Additional Support

Other pupils in the school may have a specific identified learning or developmental need that does not require them to be on the SEN Register. This is because it is a lower threshold of need but one that still requires Additional Support.

3.3 Provision Map

All pupils in our school who are either on the SEN Register or in receipt of Additional Support will have their interventions detailed on a fully costed Provision Map. This important working document allows the school to monitor the impact and effectiveness of school wide interventions at an individual, group or cohort level.

4 How does the school identify pupils with SEN or as requiring Additional Support?

The school strongly believes that the first response to meeting a pupil's learning will always be quality first teaching – work is highly differentiated to match the needs of all learners and, in the vast majority of cases, this enables pupils to make rapid progress.

The school uses its own assessments and observations to identify pupils whose academic progress:

- is significantly slower than expected in one or more areas
- fails to match their previous rate of progress in a given area
- fails to close the attainment gap between the child and their peers

In these cases, the school acknowledges that quality first teaching may need to be supplemented by other strategies and interventions. Where such concerns are noted, there will be close liaison between Senior Leaders, SENCO, Class Teacher and parents to agree the appropriate support.

The SENCO has access to a range of different assessment materials which they will use to help identify strengths and weaknesses of the child's learning profile. In accordance with the 2014 SEND Code of Practice, this follows the graduated approach of 'Assess, Plan, Do, Review'.

Any subsequent support will be documented on an Additional Support Page (ASP). Additional Support Pages will be used for all pupils who require support that is different from, or additional to, that which is normally available to all pupils. This includes pupils who are on the SEN Register and also those children who are identified by school as having a lower threshold of need.

5 Who works with pupils identified as having SEN?

5.1 School Staff

The school's SENCO is Mrs Heidi Redman Heidi.redman@grendonprimary.org.uk

Mrs Redman has been a SENCO for over 12 years and is a Specialist leader in Education (SLE), accredited by Fairfield's Teaching school, Northampton. She regularly attends local network meetings.

Within our school your child will have a Class teacher and access, at times, to a Teaching Assistant. Your child may also be assessed by the SENCO and may work with other professionals who are monitoring outcomes of SEN provision, including the SEND Governor.

5.2 External Professionals

All staff are trained in how to best support all vulnerable learners in order to maximise their achievement as part of the School Development Plan.

Specialist advice and expertise in relation to assessment and support of individual pupils is commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria are put in place at the point of commissioning and the Head Teacher is responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Other people or external agencies that may be involved include:

- Specialist Support Services
- Educational psychologist
- School nurse
- Occupational health
- Physiotherapy
- Speech and language Service
- School Nurse
- CAMHS

6 When might it be appropriate for external agency involvement?

If a pupil continues to make slower progress or continues to work at levels significantly lower than that expected for their age despite the sustained provision of support and interventions then it may be appropriate to involve external agencies.

External agencies are commissioned by school to help gather more specific information about a pupil's particular need and, in a small number of cases, their assessments may also be used as a statutory component of an EHCP application.

For children with very complex needs, the school may apply for High Needs Funding (HNF) or make a Request for Statutory Assessment, in which the Local Authority undertake a full assessment of the child's need to ascertain whether they need an Education, health and Care Plan (EHCP).

7 How does the school support transition to or from another school?

We work hard to ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

Support for the pupil in coming to terms with moving on will be carefully planned and may include familiarisation strategies such as school visits. Pupils will be included in formal transition days and there may also be additional visits as appropriate.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understood.

8 How will our school include parents and pupils in planning support?

As a parent, you know your child best and as such, you are one of school's greatest resources in addressing their special educational needs. We aim to involve parents and, where appropriate, pupils at every level. The school will work closely with you to keep you fully informed about your child's provision and progress.

All information from outside professionals will be discussed with you, sometimes in a report, and sometimes in a meeting organised with them directly.

9 What is the role of the Special Educational Needs Coordinator?

The SENCO's role is to:

- support the Class Teachers and support staff in meeting the needs of all learners with SEN.
- Lead the professional development of school staff in matters relating to SEN, including whole staff training or individualised support for teachers.
- Monitor the implementation and impact of the Provision Map and associated interventions.
- Liaise closely with external professionals
- Coordinate multi-disciplinary meetings
- Complete applications for statutory assessments and additional SEN funding

10 How does our school provide support to improve the emotional and social developments of our SEND pupils?

10.1 Pupil Mentoring

The school devised a Pupil Mentoring programme which is a self-assessment of pupils' attitudes and feelings towards themselves and school, amongst other things. It is facilitated by trained pupils – Peer Tutors – and the outcomes feed into the Pupil Profiles which are shared with parents termly. Mental health and well-being has a high priority in school and children are actively encouraged to share concerns or anxieties with staff and parents.

10.2 Inclusivity

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Wherever possible, all learners will be given equal access to the same learning experiences as their peers, including extra-curricular activities.

11 How do we evaluate SEN provision and monitor pupil progress?

The school uses a range of strategies to evaluate SEN provision and pupil progress, including:

- Outcomes of statutory national assessments and internal school tracking data
- Termly data analysis of cohorts, groups and individuals in reading, writing and maths
- Fully costed Provision Map detailing school-wide interventions
- Information sharing at Parent's Evenings and through the termly Pupil Profile
- Additional Support Pages detailing individual pupils' support against specific targets
- Regular review meetings for children on EHCPs
- SEN Working Records providing ongoing documentation of all interventions
- Regular staff liaison to discuss new and existing SEN across the school

12 Where can you find our Inclusion Policy and what is the role of the Governors?

The Inclusion Policy is found on the school's website:

<https://grendonprimary.net/index.php/files/85/Policies/762/Inclusion-Policy.pdf>

The Governing Body is responsible for the conduct of the school in all matters relating to SEN, and must promote high standards of educational achievement at the school.

13 What should I do if I have concerns about my child's SEN provision?

If you have any concerns about your child's SEN provision, the progress they are making with an aspect of their learning or are worried that there unmet SEN needs, your first point of contact should always be your child's class teacher.

If you are not satisfied with the outcome or if concerns persist, you should contact the Head Teacher head@grendon.northants-ecl.gov.uk

The school's SENCO, Mrs Redman, can also be contacted on Heidi.redman@grendonprimary.org.uk

If you are still not happy, you can request a meeting with our Chair of Governor's (who is also the SEND Governor) who can be contacted through the school.

14 How can the Local Educational Authority support me?

In line with the SEND Code of Practise (2014) all Local Educational Authorities must display their own Local Offer of Support For Children and Young People With Special Educational Needs and Disabilities (SEND) and the families that support them.

Please see the following link to see Northamptonshire's Local Offer.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Information and Advice Services are support for parents of children and young people with SEND

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Northamptonshire Mental Health Gateway

<http://www.asknormen.co.uk/>

Northants Parent Forum

<http://www.npfg.co.uk/>

Nationwide support for professionals within SEND

<http://www.nasen.org.uk/>