



Special Educational Needs Information and Annual Report 2020

At The Grove Primary School, we strive to support all children to enable them to achieve. In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. The following information is provided for parents.

1. How does The Grove Primary School know if children need extra help?

We know when pupils need help if their attainment/progress is not at the expected level for their age, if there is a change in their behaviour or their behaviour is considerably different to that of their peers, if concerns are raised by adults who are involved with the child or the child's parents.

2. What should I do if I think my child may have special educational needs?

You should approach your child's class teacher and share your concerns. The teacher will discuss things with you and agree a course of action. If concerns continue, your child's class teacher will inform you and discuss your child's needs with Mrs Hardy, who is the school's Inclusion Lead and Special Educational Needs Co-ordinator (SENCo). Mrs Hardy will then meet with you to discuss your child's needs and what more can be done to support them.

3. How will I know how The Grove Primary School is supporting my child?

There are four broad areas of need for which additional support may be provided:

- a. Communication and Interaction
- b. Cognition and Learning
- c. Social, emotional and mental health difficulties
- d. Sensory and/or physical needs

Each pupil's learning is planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support provided by the teacher or teaching assistant in class when appropriate.

If a pupil has needs related to more specific areas of their education, then the process outlined on the Support for Children with SEND Flowchart (see page 3) will begin. A pupil may be placed in a small focus group intervention. This will be led by a teacher or teaching assistant. The length of interventions varies but they will generally run over a 10-week period. The progress of your child during the intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the school provision map (this is a record of the interventions, timings and impact of the additional support). If you have any queries related to interventions, please do not hesitate to contact the class teacher or SENCo.

In addition, Pupil Progress Meetings are held each term between the class teacher and Senior Leadership Team to discuss the progress of all pupils in their class. This shared discussion will highlight any children who are not on track to make expected progress, in order that further support can be planned. Occasionally a pupil may need more expert support from an outside agency such as the Community Paediatrician or SEND Services. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This is reviewed after an agreed period of time and next steps are then considered.

4. How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If a child has been identified as having a special need, they may be given an Additional Support Plan (ASP).

Targets will be set according to their area of need and discussed with the child when they are set and also when they are reviewed. These will be monitored by the class teacher and by the SENCo at least three times per year. ASPs will be discussed with parents at Parents' Evenings and a copy given to them, both when they are set and reviewed. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

5. How will I know how my child is doing?

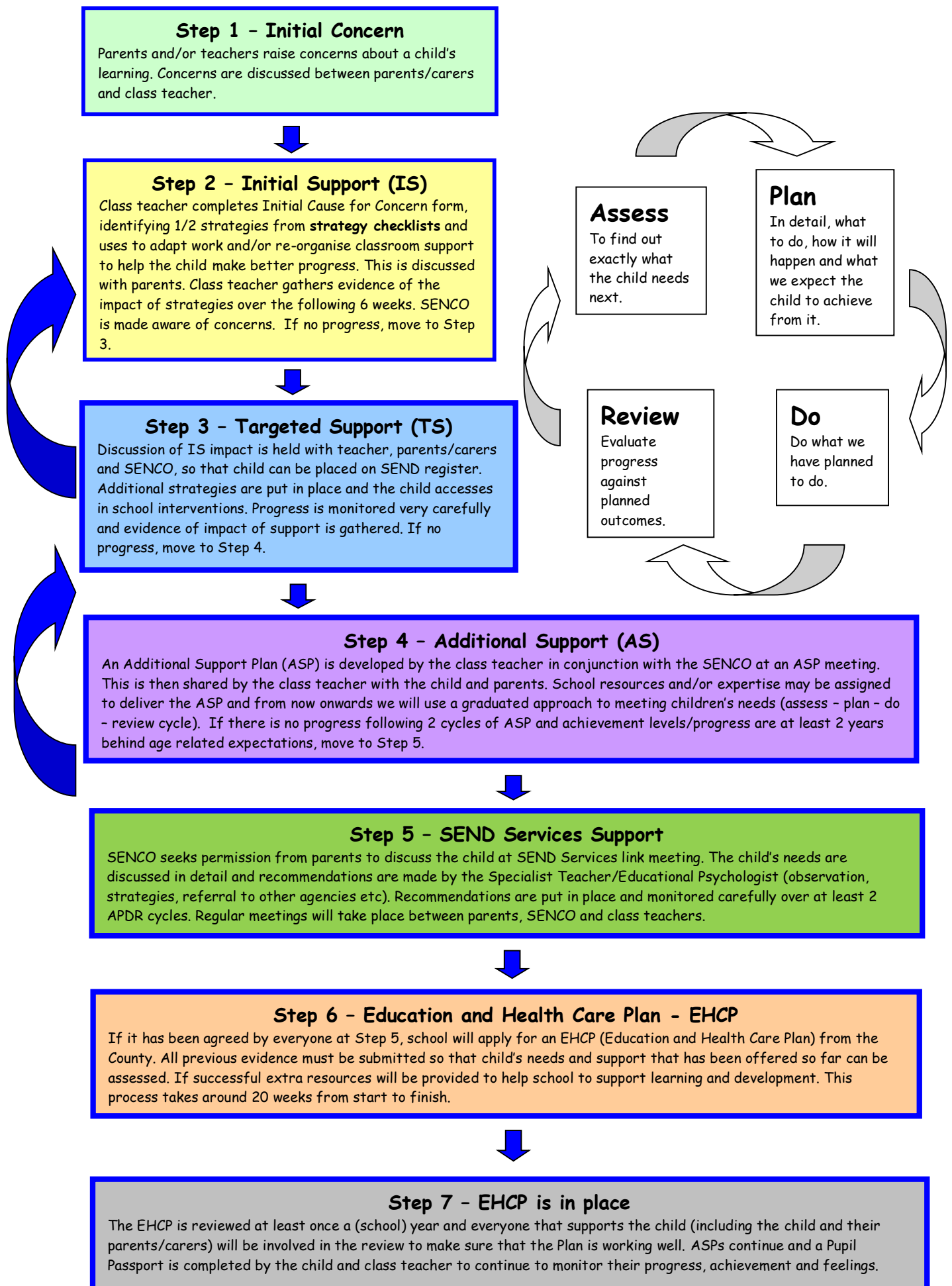
You will be able to discuss your child's progress at Parents' Evenings. Your child's class teacher is often available at the end of each school day if you wish to have a brief discussion about their learning. Appointments can be made to speak to the class teacher or SENCo in more detail by making an appointment via the school office.

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

The class teacher may suggest ways for you to support your child. In addition, Mrs Hardy is able to meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs. If outside agencies, including the Educational Psychologist have been involved, suggestions and programmes of study are often provided and these will always be shared with parents.

Support for Children with SEND Flowchart

Movement from one step to another occurs if a child needs further support and is not making sufficient progress. A child may move back a step if excellent progress is made.



7. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. This may simply include time for the child to have regular conversations with an adult within school such as a class teacher or teaching assistant, in order to feel safe. When necessary the school offers other sources of support, these include:

Social Skills Groups – these are run by a trained teaching assistant or the Inclusion Mentor and support children in developing social skills in order to engage in conversations and form friendships with peers.

Blue Smile – Blue Smile work in the school on a weekly basis offering play therapy and mentoring to children who may need some emotional support. This support is often long term and a child may be involved with the service for up to a year.

Music Therapy – Specialist Music Therapists may work in the school once a week to support children who need some emotional support through the medium of music.

Red Hen – The Red Hen Project works with families and the school in providing support to children and their families both in school and the home.

8. What if my child has a medical need?

If a pupil has a medical need then an appropriate care plan will be compiled with support from the School Nursing Team and in consultation with parents/carers and Mrs Morris, the school Inclusion Mentor. These are discussed with all staff who are involved with the pupil.

When necessary, staff will receive specific training, usually from the school nursing team, to meet a child's individual needs e.g. epipen training. Where necessary, and in agreement with parents/carers, medicines can be administered in school. However, this can only be done if the medicine has been prescribed for the child by a doctor and parents have completed a consent form, which can be obtained at the school office. This is to ensure the safety of both children and staff.

All members of staff receive basic first aid training annually and several have received a 3-day training course (which means they are qualified to deal with more serious medical issues). In Foundation Stage there is at least one paediatric trained first aider.

Please refer to the Policy for Supporting Children in School with Medical Conditions.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise to support children within school. Agencies used by the school include:

- a. SEND Specialist Services including SEND Specialist Teachers and Educational Psychologists
- b. Speech & Language Therapy
- c. Occupational Therapy and Physiotherapy
- d. Community Paediatricians
- e. School Nursing Team
- f. Therapists (Blue Smile/Music Therapy)
- g. CAMHS (Child & Adolescent Mental Health Service)
- h. Local Authority Attendance Officer

- i. Sensory Services (e.g. Hearing and Visual impairments)
- j. Red Hen – Family worker
- k. Locality Family Workers
- l. Child Protection Advisors
- m. Social Services
- n. Emotional Health and Wellbeing Service and CHUMS
- o. Centre 33 (Young Carers)

10. What SEND training have the staff at The Grove received?

All members of teaching and support staff have received training related to SEND. This will have taken place during their initial training as well as ongoing CPD either within school or at courses run by the local authority or other organisations. Some staff, working with children who have more complex needs, may have received more specialised training. The SENCO has completed the National Award for SEN Co-ordination.

11. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that 1:1 support is required to ensure the safety and wellbeing of all children, a parent or carer may be asked to accompany their child during the activity. This will always be discussed with the parent/carers in advance of school trips or activities taking place.

12. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and work closely with the Occupational Therapist to ensure the environment is suitable for all the children who attend The Grove. The design of the school ensures that it meets the requirements of the DDA (Disability Discrimination Act 1995). Please refer to the School's Accessibility Policy.

13. How will the school prepare and support my child when joining The Grove Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving, including liaison with Nursery settings.
- In preparation for the next academic year, all pupils attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged for pupils who need extra time in their new class/school.
- Teaching staff are always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Hardy liaises with the SENCOs from local secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged between Mrs Hardy, the secondary school SENCO, the parents/carers and, where

appropriate, the pupil.

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

The SEN budget is allocated in each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances.

If a child has an Education, Health and Care Plan, this will provide additional funding which has been granted to enable the school to meet that child's specific needs. Funding is reviewed annually by the Local Authority and school has to provide a detailed costed provision map to show how it is being used to support the child's learning and development.

14. How is the decision made about how much support my child will receive?

Decisions are made in consultation with the class teacher, SENCo, Senior Leadership Team and parents. Decisions are based upon termly tracking of pupil progress, as a result of assessments by carried out in school and/or by outside agencies and observation of emotional health and well-being over time.

15. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute fully to their child's education, including any SEND provision. This may be through:

- a. discussions with the class teacher during parent's evenings
- b. discussions with Mrs Hardy and/or other professionals at specific meetings
- c. feedback on and contribution to the development of Additional Support Plans
- d. feedback on and contribution to development of Education, Health and Care Plans

16. What do I do if I have a concern about my child's SEND provision?

If parents have any queries or concerns about the SEND provision that their child is receiving, they should initially speak with their child's class teacher. If parents are not satisfied that the matter has been resolved to their satisfaction, they should then arrange to meet with Mrs Hardy to discuss their concerns and potential solutions. If parents continue to have concerns they should then speak to the Head teacher. The Head teacher will investigate the matter and then contact parents with the outcome. If the Head teacher has not resolved the matter to the parent's satisfaction, it will be referred to the Chair of Governors, according to the school's agreed complaint's procedure. If you require a copy of this procedure, please see the school's website or ask the office staff for a copy.

17. What do I do if I have a safeguarding concern about my child?

The Governors of The Grove Primary School are responsible for Safeguarding and Child Protection. They are also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. On a day to day basis this responsibility is delegated to Ms Martin (Headteacher), Mrs Hardy (Inclusion Lead and SENCo), Miss Owen (Deputy Headteacher) and Mrs Bramley (Family Liaison and Safeguarding Officer) who are the Designated Child Protection Officers. They can be contacted via the school office if you have a safeguarding concern that you wish to discuss.

18. Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with your child's class teacher or Mrs Hardy.

For additional information please refer to:

Cambridgeshire County Council's Local Offer: <http://www.cambridgeshire.gov.uk/localoffer>

The following documents on the School Website:

- Inclusion and SEND Policy
- Accessibility Policy
- Policy for Supporting Children in School with Medical Conditions
- Safeguarding and Child Protection Policy
- Cambridgeshire County Council **Dyslexia Guidance (2016)**

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.