Grange Junior School

Special Educational Needs and Disability Information Report.

Glossary of terms for reference

SEND	Special educational needs and disability.	
SENDCo	Special educational needs co-ordinator	Mrs Jones is our SENDCo and her role is to oversee special educational needs in our school.
CT	Class teacher	The class teacher will understand the needs of each child with SEND in their class and will work with them to ensure that progress is made in every area.
TA/LSA	Teaching assistant / Learning support assistant	A member of staff working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
HSLW	Home School Link Worker	Tracy Matthews, Leigh Dunlop and Jane McKenna are our HSLWs and their role is to act as a link between home and school. We know children achieve more when both home and school are working in partnership to support a child's development. Their aim is to encourage and maintain a strong, positive partnership between home and school. They offer a range of services to children and families requiring support and information.
THRIVE		Mrs. Mckenna is a qualified THRIVE practitioner. THRIVE is a specific way of working with children that helps to develop their social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubling behaviours providing a firm foundation for academic attainment.
EHC Plan	Education and Health Care Plan	Formally known as a 'statement of SEN' this is a statutory assessment. The school is required to submit evidence to the Local Authority, whose Assessment panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. The judgement will be made using the Local Authority's current criteria for making a statutory assessment.
National expectations		The level outlined nationally that children are typically supposed to meet.

Age related expectations		The level expected at each age stage for a typical child. This links to national curriculum expectations.
LA	Local Authority	
IEP	Individual Education Plan	A document noting the specific targets for your child. The targets will be small, personalised and measurable. It will also show how the targets will be achieved and the outcome after a period of time.
IPA	Inclusion Partnership Agreement	A document that aims to record quality information about your child's strengths and needs. It also records what arrangements are already in place to help meet their needs.
IBMP	Individual behaviour management plan	A document that aims to provide targeted support for children who require additional assistance because they display difficult, challenging or disruptive behaviours.

Question		**Grange Junior School Response**
1. The kinds of special educational needs for which provision is made at school.	What sort of school is Grange Junior School?	Grange Junior School is a mainstream school, with approximately 250 pupils aged 7-11 years. Our school ethos is that Grange Junior is a school where *everyone can succeed*. Our aim is to ensure all children are valued equally and have the right to learn, achieve and participate fully in education and in the wider community regardless of their needs, abilities and behaviour.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	At Grange Junior School children are identified as having SEND through a variety of ways: • Liaison with infant/secondary school/previous school or setting. • Child performing below age related expectations. (Standardised scores in testing used) • Concerns raised by parents. • Concerns raised by teacher for example behaviour or self-esteem is affecting performance. • Liaison with external agencies i.e. speech and language therapist, educational psychologist and specialist teacher advisory service. • Teachers use Code of Practice and SEN support guidance.

		The class teacher will recognise if a pupil has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. This will be identified in consultation with the **SENDCo**. However, if you have any concerns about your child having special educational needs please speak to your child's teacher.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.	How will both you and I know how my child is doing and how will you help me to support my child's learning?	At Grange Junior School we: • Report to/meet with parents termly to discuss their child's progress. The school operates an 'open door' policy, where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. Sometimes this will involve us contacting you by telephone or in person to arrange a meeting and welcome you in to school. • If your child is on the SEND register they will have an Individual Education Plan (**IEP**), which will have individual/group targets and suggestions for support at home. 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. The **IEP**s are sent home and reviewed on a termly basis. • The progress and attainment of all pupils is monitored and discussed termly during Pupil Progress meetings. This data is also measured against National Expectations. Children who are not making expected progress are identified during these meetings and then discussed with the Head teachers. A discussion will take place as to why these individual children are experiencing difficulty and what further support can be given. • If your child has complex SEND they may have an **IPA** (Inclusion Partnership Meeting) **IBMP (IBMP)** or **an Education, Health Care Plan** (**EHCP**), which means that a formal meeting will take place to discuss your child's progress and a report will be written.
	What are the school's systems and processes for evaluating the effectiveness of its provision?	• The school has a system for regularly observing, assessing and recording the progress of all children, which is then used to identify children who are not progressing satisfactorily and who may have additional needs. This is regularly reviewed and measures children's progress in learning against National Expectations.

		• The SENCo/Head teachers will work together to ensure regular and systematic effectiveness of the school's work in respect of pupils with SEND. They will evaluate the impact of interventions delivered. • Many children on the SEND register will be tracked on a provision map, stating their needs and any intervention they have received and the impact this has had.
	How will the curriculum be matched to my child's needs?	• All teachers are teachers of children with special educational needs and actively seek to adopt the curriculum to meet their needs. • All work within class is pitched at an appropriate level so that all children can access the learning according to their specific needs and ability. • All children have access to a broad, balanced and relevant curriculum that is **differentiated** to meet individual learning styles and recognises personal strengths and needs. • All teachers are expected to deliver high quality inclusive lessons.
	How the governors involved and what are their responsibilities?	• We have a Governor, who is responsible for SEND and meets regularly with the SENCo. They then report to the Governors to keep them all informed with up-to-date data and information. • It is our Governors duty to monitor the provision for children with SEN.
	How is the decision made about the type of support and how much support my child will receive?	• The class **teacher** alongside the SENDCo will discuss the needs of individual children and what support would be appropriate. • Each class teacher is able to use their Teaching Assistant/Learning Support Assistant to best support the pupils in their class. This may be giving pupils one to one or small group support within the classroom. • Different children will require different levels of support in order to bridge the gap to achieve age expected levels. • Children with an **Education, Health, Care Plan** (**EHCP**) will have a specified type or number of hours of additional support or a graded band.
	How will my child be included in activities outside the school classroom including school trips?	• All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. • A risk assessment is carried out prior to any off site activity to ensure everyone's health & 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.
	What support will there be for my child's overall wellbeing?	• The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. • If further support is required the class teacher liaises with the SENCo for further advice and support. • The school also has 3 Home School Link Workers (**HSLW**) who work with children and parents requiring additional emotional support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. • As a school, we prioritise the mental health of all our children. Children engage in lessons learning about mental health and the support available.
	How does the school manage the administration of medicines?	• The school has a policy regarding the administration and managing of medicines on the school site. • Parents need to contact the school office and class teacher if medication is recommended by Health Professionals to be taken during the school day. • On a day-to-day basis the Admin staff generally oversee the administration of any medicines. • As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.	What specialist services and expertise are available at or accessed by the school?	• We have 3 experienced Home School Link Workers (**HSLW**) who work closely with children and parents. As well as delivering various training/therapy sessions, they can also recommend contacts to the relevant outside agencies. • We work with a number of outside agencies. These include, but are not exclusive to: Educational Psychologists, Behaviour Support Team and Speech and Language Therapy. • Our **SENDCo** is a fully qualified teacher and has completed the National SENDco accreditation.

		• A member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists. • All of our Teaching Assistants/Learning Support Assistants have had training in delivering reading and spelling / phonics and maths programmes.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	What training have the staff supporting SEND had or what training are they having?	• All teachers are teachers of children with Special Educational Needs and/or Disability and have regular training throughout the year. • The **SENDCo** has attended all induction training. She also attends conferences and regular meetings with other **SENDCos** and Educational Psychologists, to keep updated with current initiatives. • We have 3 **HSLWs**, who are trained in a number of different nurture/social skills intervention programmes. • All Teaching Assistants/Learning Support Assistants have been trained in delivering interventions in phonics for supporting both reading and spelling. • We have a Speech and Language Support Assistant who is trained in delivering Speech and Language programmes. • SEND awareness raising and training issues are identified and prioritised within the school's annual programme of appraisal (CPD), as part of the school's overall improvement and development plans.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	How accessible is school both indoors and outdoors?	• The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. • The school is all on one level and all areas are accessible (See accessibility plan). • A specific risk assessment for equipment throughout the school is carried out to ensure everyone's health & safety will not be compromised.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the	How are parents involved in the school? Who do I contact for further information?	All parents are encouraged to contribute to their child's education. This may be through: • Discussions with the class teacher. • Discussions during parent's evenings. • Meeting with Mrs Jones, our **SENDCo**. • IBMP review meetings at least half termly. • Annual reviews for children with an **Education Health, Care Plan**. Parents and children are invited to comment after receiving an **IEP** review, where new targets are suggested.

education of their child.		• Children may move from the SEN register when they have made sufficient progress or "caught up".
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.	How will my child be able to contribute their views?	• We encourage all children to express their views within the school, whether this be to the class teacher, head teachers or through the school council. • Children who have IEPs will be involved in reviewing their progress and setting new targets. • If your child has an **IPA**, **IBMP** or **an Education Health Care Plan**, their views will always be sought before any review meetings.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	How the school's resources are allocated and matched to children's SEND needs?	• The Head teachers/**SENDCo** work together to make sure that the allocated budget, additional funding and resources for pupils with SEND is appropriate. • We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available. • We have a team of **LSAs** who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA. • If you have any concerns regarding your child, the first point of contact is the child's class teacher or the **SENDCo** who are there to listen to any concerns/worries. If any issues are not resolved then a meeting with the Head teachers will be arranged. If the concerns cannot be addressed then the Head teachers will explain how the parent or carer can access the formal complaints procedure.
10. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	Who should I contact if I am considering whether my child should join the school?	• Contact the school Admin office to arrange to meet the Head teachers Mrs Sadler and Mrs Harris or our SENDco, Mrs. Jones, who will willingly discuss how the school could meet your child's needs.

11. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.	How will the school prepare and support my child when joining the school and transferring to a new school?	• We encourage all new children to visit the school prior to starting and be shown around the school. • We work closely with Grange Infant School to ensure a smooth transition from Year 2 to Year 3. • Our **HSLW's** arrange additional visits with the ELSA at Grange Infants for those children who may find the transition more difficult. • 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. • When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. We feed into a number of different Secondary Schools, but work closely with each of their transition managers to ensure all relevant information about all children is passed on.
12. Information on where the local authority's local offer is published.	What is the local authority offer?	• The Local Offer is information every Local Authority will be required to publish about services they expect to be available for children and young people aged 0-25. • The Hampshire Local Offer website contains all the information about education, health and care services, leisure activities and support groups that families of children and young people with SEND can access. The link is: Home | Hampshire CTSH

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