

Special Educational Needs and Disabilities (SEND) Information Report 2024-25



Date for full implementation: January 2025

Date for review: January 2026 (or earlier if considered necessary)

Chair of Governors: Carol Kirkland

Headteacher: Daniel Kerbel



Welcome to Grange Primary School's Special Educational Needs and Disabilities (SEND) Information Report

Grange Primary School is an inclusive, welcoming and caring school with respect, tolerance and acceptance, friendship and empathy at the heart of all we do. At Grange we believe in high expectations and high standards across the curriculum for all children. We offer an inclusive, broad and balanced curriculum which ensures that we give as many opportunities as we can for all our pupils to succeed. We aim to work to remove any barriers to learning and to accelerate the progress of each child by focusing on their strengths and needs.

The purpose of our SEND information report is to provide you with some facts regarding our provision for children with special educational needs and disabilities (SEND).

Local Authorities (LA) and schools are required to publish information about services they expect to be available for children and young people with SEND aged 0-25. This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. ***For more information, follow the link below.***

Harrow Local Offer:
<https://harrowlocaloffer.co.uk/>

What would you like to know?

Questions:	page
WHAT TYPES OF SEND DOES THE SCHOOL PROVIDE FOR?	4
WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?	4
WHAT SHOULD I DO IF I THINK MY CHILD HAS SEND?	6
HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEND SUPPORT?	6
HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?	7
HOW WILL THE SCHOOL MEASURE MY CHILD'S PROGRESS?	9
HOW WILL MY CHILD AND I BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?	10
HOW WILL THE SCHOOL EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?	11
HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?	11
HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE OTHERS WHO DON'T HAVE SEND?	12
HOW DOES THE SCHOOL MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?	12
HOW WILL THE SCHOOL SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?	13
WILL THE SCHOOL SUPPORT US WITH TRANSITIONING TO SECONDARY SCHOOL?	14
WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN WITH SEND?	15
WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEND SUPPORT?	15
WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?	16
GLOSSARY	17

1. WHAT TYPES OF SEND DOES THE SCHOOL PROVIDE FOR?

Our school provides for pupils with a variety of needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties (DLD)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate to Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Mental health problems including anxiety, trauma and attachment difficulties
Sensory and/or physical	Hearing, Visual and Physical impairments
	Sensory difficulties

2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

Our Special Educational Needs Co-ordinator (SENDCo) is Ms Kati Asmoucha
(email: kasmoucha1.310@lgflmail.org)

She is an experienced qualified teacher and she achieved the National Award in Special Educational Needs Co-ordination in 2019. Ms Asmoucha has worked both in mainstream and SEN schools.

Our Deputy SENDCo is Ms Shehnila Raza
(email: sraza.310@lgflmail.org)

She has many years of experience working as part of our Inclusion Team as well as holding the role of Deputy Safeguarding and EAL Lead. Previously Ms Raza has also worked as an HLTA (Higher Level Teaching Assistant) in our school.

Our Phase Leaders are

Ms Harjeet Ryatt - Early Years

Ms Jo Edwards - Year 1, 2 and 3

Miss Sally Thurlow - Year 4 and 5

Ms Sultana Begum - Year 6

All of whom work closely with the SENDCo to decide on action to support pupils with SEND including appropriate adaptation of the curriculum.

Class teachers and educators

All of our teachers and educators receive regular external and in-house SEN training, and are supported by the SENDCo to meet the needs of our pupils.

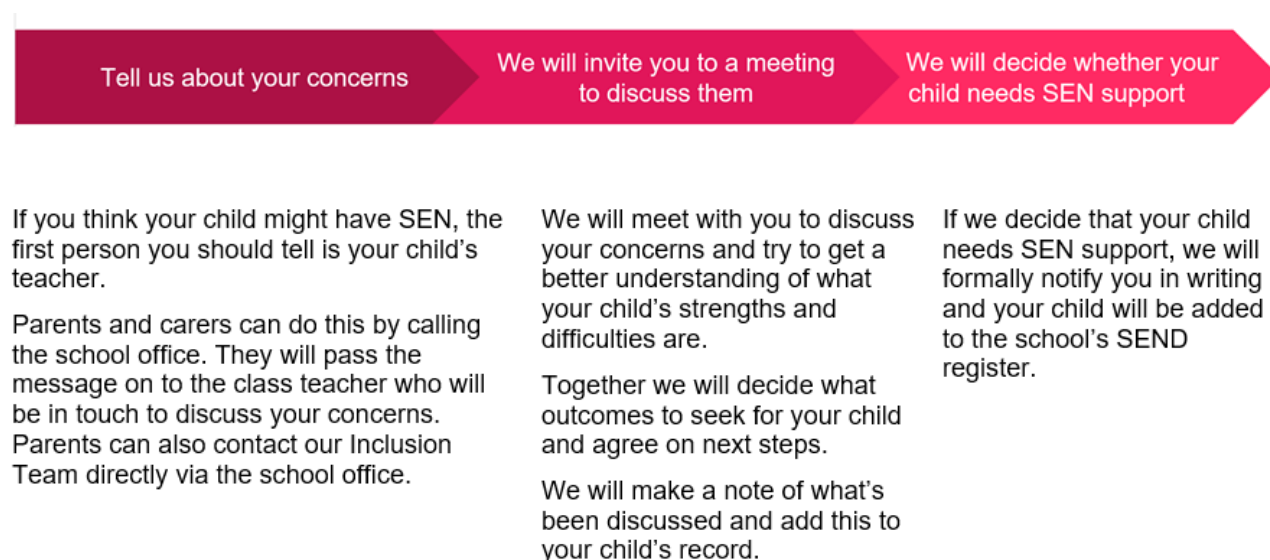
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need.

Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- A School based Play therapist
- A School based Music therapist
- Speech and language therapists and Occupational therapists
- Educational psychologists
- GPs or paediatricians
- Children's Sensory Team (CST)
- Public Health (School nurse)
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEND?



4. HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEND SUPPORT?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This includes tracking reading, writing, number work, speaking, listening and social interactions.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teachers/educators, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing. If your child does need SEN support, their name will be added to the school's SEND register and the SENDCo will work with you to create a SEND support plan for them if it is needed.

5. HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'One size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating the implementation of our curriculum to make sure all pupils are able to access it, for example, by grouping (e.g. phonics groups and reading), 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Educators will support pupils in small groups and occasionally on a 1-to-1 (if it is explicitly recommended in their EHCP).

We may also provide the following interventions:

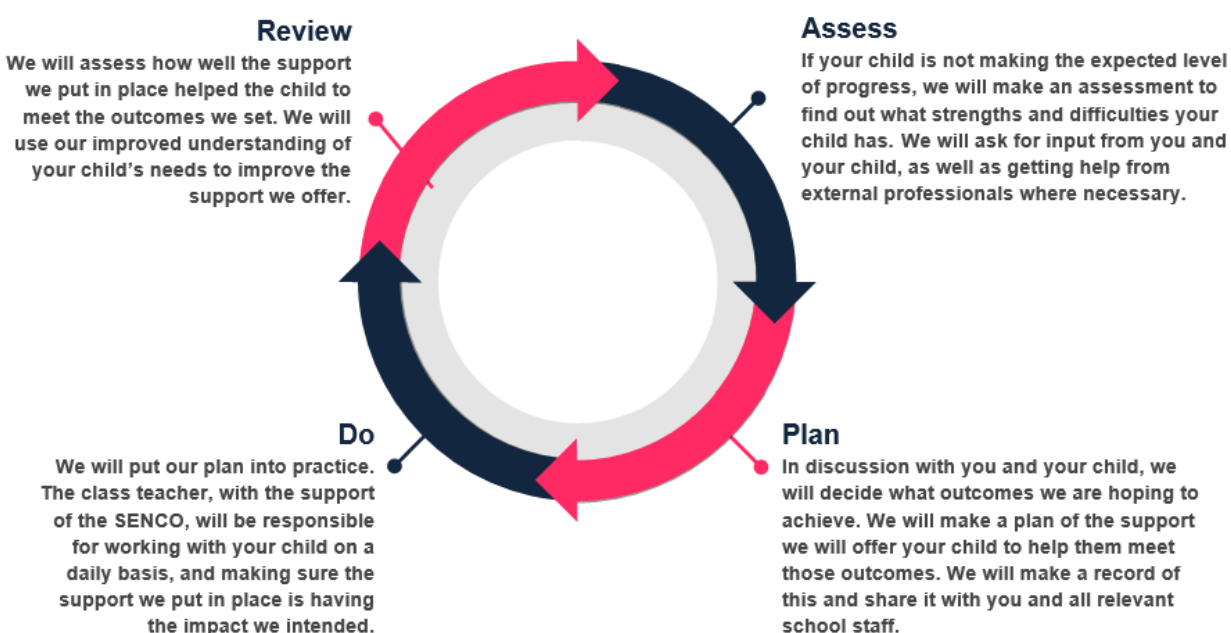
AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables, Social stories, Bucket time, Sensory Room, Immersive Classroom, ASD friendly provisions in small groups with high adult – pupil ratio, Support / supervision at unstructured times of the day, Safe Spaces, Workstations etc.
	Speech and language difficulties (DLD)	In-house Speech and language therapy in coordination with the Speech and Language Therapists, SLT targets are integrated into pupils' daily routine
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Small group targeted intervention programmes to improve skills in a variety of areas, i.e. reading skills groups such as Red and Yellow Readers, Reading and writing interventions (Nessy), ICT is used to support learning where appropriate, In house Occupational Therapy, Personalised / individual or small group subject specific interventions.
	Moderate to Severe learning difficulties	Nebula Provision (Additionally Resourced Mainstream School Provision)
Social, emotional and mental health	ADHD and mental health problems including anxiety, trauma and attachment difficulties	Quiet workstation, Safe Space, agreed system of Head teacher check ins, in-house and externally ran Nurture groups, Support and advice is sought from outside agencies to support pupils, where appropriate e.g. therapies, Small group programmes to improve social skills, Lego-therapy etc.
Sensory and/or physical	Hearing, Visual and Physical impairments and Sensory difficulties	Microphone attached to pupil's hearing aid, Seating arrangements, ICT is used to increase access to the curriculum, Access to Harrow Children's Sensory Team (CST) advisory teachers, limiting classroom displays and sensory overload, Frequent access to Sensory Room, Sensory stories, Noise blocking headphones, Access to Medical Interventions, in-house Occupational Therapy, Support with personal care if and when needed, Staff understand and apply the medicine administration policy.

These interventions are part of our contribution to Harrow Council's Local Offer.

6. HOW WILL THE SCHOOL MEASURE MY CHILD'S PROGRESS?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

7. HOW WILL MY CHILD AND I BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

We will provide annual reports on your child's progress.

Your child's class teacher and / or the SENDCo will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The level of involvement your child will have depends on your child's age, and the level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

8. HOW WILL THE SCHOOL EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- Reviewing pupils' academic progress and their progress towards their goals and targets set out in their Learning Plans
 - Working closely with all stakeholders to continuously monitor and frequently review the impact of wave 1 (class based) support and interventions
 - Plan termly and decide on any changes to provision
 - Reviewing the impact of wave 2 and 3 interventions half-termly
 - Utilise recommendations from expert external agencies to adapt practice and provision to drive progress and raise outcomes for pupils
 - Using provision maps to measure progress
 - Holding an annual review if they have an education, health and care plan (EHCP)
- Listening to pupil voice and parents' feedback

9. HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- ICT / assistive technology
- More individual and or small group support by key adults
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will seek to cover initial costs and work with the local authority and other external agencies if significant funds are needed.

10. HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE OTHERS WHO DON'T HAVE SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before, lunchtime and after-school clubs.

All pupils are encouraged to go on our picnics, school trips.

All pupils are encouraged to take part in whole school activities such as sports day, Nativity play, class assemblies, end of year productions and special workshops.

We also encourage and support participation in external activities such as Harrow Winter Wonderland and sports tournaments such as. Boccia (seated sports to cater for children with a physical disability as well as learning needs) or SEND athletics (table cricket, curling, handball, target throws).

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

11. HOW DOES THE SCHOOL MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

Our school sets out its admission and oversubscription arrangements in the dedicated Admissions policy which is in line with Harrow Admissions policy.

- We work with Harrow in terms of the Fair Protocol for admissions
- Our oversubscription criteria states that we will work closely with Harrow Admissions and SENDIAS to ensure that we avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.
- The school will assess all children on entry and ensure that the Inclusion team are involved if a pupil has SEN (or there is a possibility). The SENCO will map out provisions to help the child settle and thrive. This will be done in liaison with the teaching team and with input from Parents/Carers. This relationship will be developed through periodic reviews and continuous communication.

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- In the case of prospective pupils with EHCP that names our school as their placement, we will work with SENDIAS to assess whether the school can meet the needs of the child and this will be clearly and as quickly as possible communicated to Parents/Carers
 - If the school can meet the needs according to the EHCP, the Inclusion team will map out provisions and work closely with the teaching team to ensure a good settling period and future successful pathway for good progress for the child.

12. HOW WILL THE SCHOOL SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

We provide support for pupils to progress in their emotional and social development in the following ways:

- PSHE curriculum (adapted for the needs of pupils with SEN)
- Restorative approach to behaviour which is done as part of our “reflections” strategy – either with children (purple stage) or including Parents/carers (orange stage)
- We do not tolerate bullying. We prevent bullying in the school by explicitly championing kindness as a value, weaving kindness and consideration throughout our curriculum and culture. We tackle the issues and work to improve the situation by not allowing any bullying actions to continue and supporting all children affected by it to build their resilience and ensure their wellbeing. In a case of bullying, using our Restorative approach to behaviour, we enable the victim of bullying to move beyond being a victim and the perpetrator to empathise and have an opportunity to make restoration and improve behaviour
- All of this is supported by the school's explicit CC way approach which is championed in Head Teacher assemblies and which goes back to the value of kindness (consideration) and self-empowerment (confidence)
- This is supported by clear ‘belonging’ school routines such as CC walking and CC salute
- Pupils with SEND are encouraged to be part of our school council

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- Pupils with SEND can access play therapy and music therapy
 - Daily wellbeing check-ins for identified pupils
 - Brain buddies programme in identified classes
 - We provide extra pastoral support through 12 members of staff trained for paediatric MH 1st aid – eyes and ears as well as being a potential support structure for children if needed
 - We run a wide variety of nurture clubs in collaboration with external providers for pupils who need extra support with social or emotional development
 - We designate key members of staff to support pupils who struggle to come into school; by meeting and greeting them every day
 - Every child is made to feel seen and valued as an individual through the Head Teacher's birthday cards which are given out on the day of birthday to each child and the Head Teacher's Hot Chocolate Heroes events to celebrate success
 - The Head Teacher's postbox (outside of his office) is available for pupils to post their letters
 - Daily Mile for every class every day: to increase blood flow to the brain, and supporting children to feel calm after a release of energy. Research suggests it also supports academic progress.

13. WILL THE SCHOOL SUPPORT US WITH TRANSITIONING TO SECONDARY SCHOOL?

Our SENDCo will contact the SENDCo of the secondary school and they will discuss the needs of all the children who are receiving SEN support. They will also make an arrangement for the parents and the pupils accompanied by our SENDCo to visit the new school.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge.

14. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN WITH SEND?

Ms Asmoucha, our SENDCo, is designated teacher for looked-after children and previously looked-after children.

She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEND SUPPORT?

Any complaints about our school's SEND provision can be discussed informally, in the first instance, with the SENDCo. We will try to resolve the complaint informally.

If this does not resolve their concerns, parents are welcome to submit their complaint formally.

A formal complaint can be made to the SENDCo, Head teacher or governing body and, if the matter remains unresolved, to the local authority.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

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- Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For more information, please look at our [Complaints Policy](#)

16. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have further questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Harrow's website and their local offer. Harrow LEA publishes information about the local offer on their website: <https://www.harrow.gov.uk/localoffer>

Please also look out for our weekly newsletter that goes out on a Friday which is often full of links to local support events or organisations. These are always available on our website too:

<https://www.grange.harrow.sch.uk/news-2/newsletters>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are all through Harrow:

<https://harrowlocaloffer.co.uk/>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

GLOSSARY

- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- 4 Areas of need – different types of needs a pupil with SEN can have: communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- CAMHS – child and adolescent mental health services
- Differentiation / Adaptation – when teachers adapt how they teach in response to a pupil's needs
- EHCP – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- Graduated approach – to providing SEN support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- Outcome – target for improvement for pupils with SEN.
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- SENCO or SENDCo – the special educational (and disability) needs co-ordinator
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
- SEN support – special educational provision that meets the needs of pupils with SEN
- Transition – when a pupil moves between years, phases, schools or institutions or life stages