

2017-18 Grange SEND Information Report



What is the profile of pupils that come to Grange Primary School?

- The kinds of SEN that are provided for

-The approach to teaching children and young people with SEN

Grange Primary is an Inclusive community school, committed to meeting the needs of its pupils through Quality First Teaching and working closely within Harrow agencies, following the Code of Practice (2015). We cater for the needs of learners across the four broad areas including Communication and Interaction needs, including Autistic Spectrum Conditions, Cognition and Learning Needs, including Dyslexia/Specific Learning Difficulties, Social, Emotional and Mental Health Needs including Attention Deficit and Hyperactivity Disorders, and Physical and Sensory Needs.

A number of our students are supported with Education, Health and Care Plans, overseen by Harrow Special Educational Needs Assessment and Review Service (SENARS)

For ease of reference our provision offer for 2017-18 is laid out below, grouped by areas of need:

Graduated Provision at Grange Primary

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
A l l P u p i l s	<ul style="list-style-type: none"> ✓ Specific teaching on Speaking and Listening, and phonics, embedded into the Literacy curriculum and linked to core subjects. ✓ Communication friendly environment, with visual and physical prompts and scaffolds as appropriate by age and pupil need. ✓ EAL Resource base to support the assessment and classroom differentiation of all learners. ✓ Linked Speech and Language support for guidance and teacher training. 	<ul style="list-style-type: none"> ✓ Differentiation by Learning objective, activity, medium, resource and support as recommended by the SEND Team. ✓ Multisensory curriculum ✓ Scaffolds to support learning, specific to pupil level, stage and need. ✓ Targeted Reading and Mathematics programmes, supported at home and school to develop literacy and numeracy. 	<ul style="list-style-type: none"> ✓ Nurturing and supportive environment ✓ Whole-school reward and recognition systems to celebrate success, effort and key values. ✓ Whole-school behaviour policy to promote a consistent and safe environment for all learners ✓ PSHE Curriculum to develop pupil voice, social relationships. ✓ Structured lunchtime activities to develop social relationships ✓ Linked Higher Level Teaching Assistants, Family Liaison Lead and Inclusion team to promote home school communication and proactive support. 	<ul style="list-style-type: none"> ✓ Pupil-specific strategies and expectations for focus, attention and stimulus, integrated into all teaching. ✓ Learning is supported with verbal and visual prompts, multisensory learning opportunities and discrete chunked learning objectives. ✓ High level weekly Physical Education, differentiated to all abilities and needs, scaffolded to build confidence and independence. ✓ A range of exciting sporting activities, accessed through subject teaching, lunch clubs and regular opportunities to take part in external activities, events and competitions to build motor skills and resilience.
S o m e P u p i l s	<ul style="list-style-type: none"> ✓ Personalised communication strategies in class ✓ Communication groups and programmes ✓ Personalised planning, assessment and review from Harrow Speech and Language Services. ✓ Elklan programme ✓ Personalised in-class and intervention support carried out by Teaching Assistants overseen by Harrow Speech and Language services 	<ul style="list-style-type: none"> ✓ Chunked learning goals and activities to recall and reinforce prior learning. ✓ Learning support for, differentiated learning activities and one-to-one reading. ✓ ICTsupport and e-learning. ✓ Access to phonics interventions programmes ✓ Access to targeted reading support and intervention ✓ Access to additional small teaching and learning groups, specialist teaching support and Educational Psychology assessment ✓ Access to a differentiated scheme of work, as recommended by Educational Psychology Services and reviewed via the EHCP. 	<ul style="list-style-type: none"> ✓ Personalised target and behaviour plans to help learners take ownership of their behaviour. ✓ Home-school recognition systems, 'gold books' and communication diaries to promote sense of self and wellbeing. ✓ Social skills groups, overseen by the therapist. ✓ Access to Rainbows (Bereavement support), ✓ Access to in-school mentoring. ✓ Access to group and individual therapy. ✓ Close working with CAMHS, Horizons and Educational Psychology, with recommendations incorporated into student's Personal Learning Plans (PLPs) 	<ul style="list-style-type: none"> ✓ Access and use of resources such as writing frames, pencil grips, and hand putty. ✓ Curriculum and resource differentiation, as recommended including augmentative use of ICT and physical resources. ✓ Single story site, with ramps to support changes in level.. ✓ Access to sensory space for regulation, drop-in and timetabled programmes. ✓ Consultation teaching strategies and support programmes from Harrow Occupational Therapy and Physiotherapy, Hearing Impairment and Visual Impairment Services (accessed through referral).

If I am concerned about my child what should I do?

Who shall I talk to? What will happen next?

- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Arrangements for consulting parents of children with SEN and involving them in their child's education

Come and talk to us straight away. Your first contact is the child's teacher, but you can also share concerns with any member of staff who can make a referral.

Depending on the concern, we will consult with the teacher, and Senior Leader responsible for the phase. We can also involve our SEND and Inclusion team to help plan support.

Grange Primary follows the Code of Practice (2015)'s Graduated response cycle, below:

Graduated Response at Grange Primary

Referral: Any member of staff



- ✓ Any member of school staff can make a referral, for a concern they have noticed or on behalf of a parent or professional.
- ✓ Note down the concern, and what is already in place to help that learner – the more detail the better.

Inclusion Concern

*Required

Email address *

Your email

Pupil Name *

Your pupil

Your name (if needed add on behalf of parent) *

(up to 1 week)

Phase 1: Phase Lead and Teacher



- ✓ The Phase Lead may discuss with staff and may look at progress, work and key lessons.
- ✓ They will feed back to the teacher and recommendations for Quality First Teaching to try and resolve the concern.
- ✓ They may bring in additional support:

Literacy

- ✓ May recommend strategies for differentiation.

- ✓ Consider for screening, intervention and/or home programmes.

EAL

- ✓ Consider tracking, Target-cards, alternative lunch/break structures,

Behaviour

- ✓ Personalised reward plans and if needed Behaviour Management Plans.

(up to 2 weeks)

Phase 2: SEND lead and Teacher



- ✓ The SEND lead will work with the teacher to develop targets and strategies for in-class support and develop a Pupil Learning Plan (PLP) to share with the parent/carers.
- ✓ They may prioritise the pupil for Intervention and additional provision, work outside of class with the Teaching assistant.
- ✓ They may make external Referral for additional assessment



What does it mean if my child is on the Special Educational Needs Register?

- Arrangements for consulting parents of children with SEN and involving them in their child's education

If the school has a concern they will consult with parents/carers and if appropriate place the student as Special Educational Needs register. Special Educational Needs (SEN) means that a child needs additional support to meet their academic, personal or emotional progress. This should be specific to each pupil's needs, and it can be normal for pupils to come off the SEN Register after a period of time.

How will my child be supported?

- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

- How adaptations are made to the curriculum and the learning environment of children and young people with SEN

If a child is identified as having Special Educational Needs they are entitled to additional support and target-setting, and the parent or carer can be involved in its organisation and review. They will be overseen first and foremost by the class teacher, but may also receive support from the Special Educational Needs Coordinator (SENCO), Inclusion Lead and specialist staff from the school or Local Authority.

At Grange we capture support arrangements using a Learning Plan. This will be drafted by the class teacher and then finalised with the Parent/carer in a termly meeting.

Learning Plan for **Name of pupil**
 Stage: **SEN Support**
 Date of birth: **Personal details, Form, Year, etc.**
 Start date: 6/9/2017 Review date: 21/12/2017 Teacher: Mr Matthew Parker

Areas of concern: Can become distracted, Emotional outbursts, conflict with peers, can refuse to follow instructions, not accept consequences, Can feel unhappy at school

Areas of strength: Eager to express herself, Wants friendships, Creative, Can write about her feelings, Able to make a deal, with staff (written and signed)

What are the strengths? How can we use these to help? →

← **What are the concerns? Non-critical factual**

Area of need	Target	Desired outcome	Strategies & Provisions	Key staff
Social and Emotional	I can feel happy in my new class and talk about what I enjoyed each day.	Name enjoys school and shares positives with her class teaching assistant and family.	-Positive recognition, opportunities for responsibility. -Gold book - Yasmine writes each day on what she has enjoyed. -Shares with family.	Class teachers Home support
Social and Emotional	I can accept consequences when things go wrong.	Name can follow teacher instructions and accept sanctions.	Public praise, private sanction. Thinking time. Personal 'contract', flexible and shared with home.	Class teachers Home support

From the 4 Areas of Need →

↑ pupil friendly 'I can' statements

↑ What we should see that is different after 1 term.

↑ Strategies that will go into place at home and school to support.

↑ Who will help this happen.

To make provision transparent any additional programmes or interventions that will be in place are also recorded in this document:

Provisions

Name	Concern	Wave	Description	Start date	End date
Play Therapy	Social, Emotional and Mental Health Difficulties	3	Bespoke therapeutic support, contracted with family and school staff to provide a confidential and safe space to explore emotions and develop strategies. The focus of therapy will be agreed with school and home.	9/1/2017	27/3/2017

How does the school see if pupils are on track?

How will I know if it is working?

-Arrangements for assessing and reviewing children and young people's progress towards outcomes.

Each term, targets will be reviewed with comments and a score given for progress:

Area of concern	Target	Desired outcome	Strategies & Provisions	Outcome	Notes
Organisational	Establish a routine on school evenings.	Observed on 1 out of 5 occasions.	Learning Support Assistants and parents/guardians to assist. Provide template for time management.	+2	dedicated space for homework and
Concentration	To start tasks quickly and maintain focus during completion.	Tasks are started within 5 minutes for each lesson over 1 week.	A class timer should be used to encourage Nasir Musa to start tasks on time and achievement of starting task should be praised. Time should be spent ensuring that Nasir Musa understands the requirements of the task and the success criteria. A short countdown to the start of the task will help Nasir Musa become mentally prepared to start. Clear expectations about pupils applying themselves quickly to tasks should be expressed and progress should be noted on monitoring sheet.	+2	Significantly more than expected in lessons, and responds well to explanations.

Parents and carers will be part of this process, and agree in the meeting whether ongoing support is needed, how provision will be changed and if targets and strategies need to be adapted for the new term.

In every meeting there is space for the school, parents and pupils to note down how they are feeling, and any concerns they have so that this can be referred to in future meetings:

Review summary

Our only area for development is his homeschool behaviours, perhaps we could look at developing a framework for new targets within the home and sharing a daybook to share and recognise his

Parental comments

he's already done it. In our meeting I was shown how to access the homework timetable on the school website and how to help organise himself.

Pupil comments

I have worked very hard at school this year. I know I need to do my homework in January.

Do I have to wait for my termly meeting if something is not working?

- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN

No! Let's talk straight away. If there are emergent concerns, at home or at school it is best to adapt as soon as possible, and we schedule meetings with the teacher and/or SEND lead which initiate the referral process above. The Learning Plan is there to best support the child, so if needed these meetings can lead to changes in provision and new targets, and added to the termly review process.

What is an Outcome? How are they created?

-Arrangements for assessing and reviewing children and young people's progress towards outcomes.

Pupils that have an Education Health and Care Plan have long term targets called Outcomes to help them reach their Aspirations for Adulthood. For pupils who still hold a Statement of Educational Need we have worked with Parents/carers and used the Annual Review process to agree their own draft Outcomes, which have been submitted to the Local Authority.

Outcome statements should determine provision, and aid its assessment in helping pupils move towards shared objectives.

Outcomes should describe visible progress that can be seen and supported in school, home and progressively in the community.

Here are some example outcomes (names have been changed):

- ✓ Susie can read and respond to text messages from her family, to say where she is and what she is doing.
- ✓ Ahmed can manage his feelings when things go wrong, using strategies like breathing exercises and sensory toys to get himself back on track.

What is an Annual Review Meeting?

-Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

As all our students hold a legal document describing their Special Educational Needs (either a Statement or Education, Health and Care Plan) there is also a legal meeting called an Annual Review that takes place each year, to review progress and provision, and decide whether the outcome targets and the legal document needs to be changed.

This meeting will be held with the parents/carers, teacher, SEND Lead and pupil. Specialists, Social Workers and Therapists involved with the student will also be invited and asked to attend and/or submit a report for the meeting. The pupil's views will also be captured, and depending on their need and the focus of the meeting, will be invited to part or all of the Review process and/or submit their views through an appropriate medium (supported questionnaire, video or collated by the parent).

The Annual Review Meeting is a legal meeting to formally review each pupil's progress, needs and provision, and directly recommend changes to the legal document as a consequence.

With our termly process of target-setting and review, we aim for this meeting to be the culmination of an ongoing conversation and review on each pupil's special educational needs, and progress towards their outcome statements, and the Learning Plans for each student are submitted as appendices to document this process.

How are children supported in changing Key Stage and school?

-Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Throughout school, pupils make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. Eventually it will be getting ready for transition from Grange to a Secondary School at the end of Year 6. We work closely with families, staff and the local authority to help students prepare for change and develop their independence and resilience.

For student's on the SEN Register this process should be personalized and will be captured in their Learning Plan (see above). It could include:

- ✓ Personal Profiles or Passports for students to take with them, between classes or environments.
- ✓ Transition meetings including parents/carers, class teachers, learning support assistants, SENCO and all other professionals involved in the transition process
- ✓ Yearly class transition handover meetings
- ✓ Transition days, so pupils can get to know new teachers, ask them any questions and feel prepared for the change to come.
- ✓ Transition books and/or social stories to give children a clear image of the upcoming changes
- ✓ Visits to new settings with familiar adults
- ✓ Visits to secondary placement schools accompanied by familiar adults
- ✓ Programmes of familiarisation visits to new settings ahead of transition
- ✓ Transition meetings with the school SENCO, new setting SENCOs and families

How do we know that the provision is working? Can we make changes?

- Evaluating the effectiveness of the provision made for children and young people with SEN

- How adaptations are made to the curriculum and the learning environment of children and young people with SEN

At a school level the effectiveness of our provision is our number one priority. We ensure this is regularly reviewed and developed to meet our changing spectrum of pupil need, and to help maximise on their future access, independence and outcomes.

This process is led by the Headteacher, SEND Governor, Inclusion Lead and Governing Body, and developed with input from the Local Authority, external specialists and services.

At a pupil level, we recognise that if we are doing our job properly pupils' needs will be changing over time, and our provision and support needs to adapt both to maximise on successes and to meet emergent or developing needs.

Our Termly review cycle allows us to review the efficacy of provision with parents/carers and pupils, in order to make changes to best meet individual pupil's needs. This will include introducing new or amended targets, to the pupil and piloting or introducing new support strategies for in and out of lesson times and linking different specialist staff and provision.

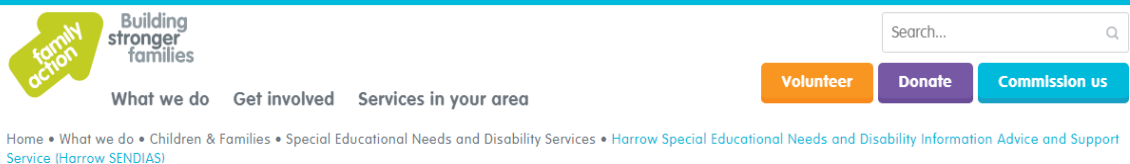
How do I make a complaint about the provision my child is getting at school?

-Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If parents/carers are not happy with the provision their child is receiving at school they can make a complaint to the Headteacher, Matthew Parker, either in writing or by emailing office@grange.harrow.sch.uk. Parents/carers can all write to the Chair of Governors, and pass letters to Reception team.

Parents can also contact Special Educational Needs and Disability Advice and Support Service (SENDIAS) for support in this process, email at harrowsendias@family-action.org.uk or by phone **02084286487** for free impartial guidance and ongoing support.

They can provide confidential and ongoing support and advice for families on their rights of support and appeal.



Harrow Special Educational Needs and Disability Information Advice and Support Service (Harrow SENDIAS)

<https://www.family-action.org.uk/what-we-do/children-families/sendias/harrowsendias/>

How will my child be involved and consulted about their targets and progress?

-Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

To develop independence, behaviours for learning and self-esteem we want all pupils to be reflective, have a voice in and own their targets and provision, and recognise and celebrate their successes. The manner in which pupils are involved will be bespoke to the pupils needs, and may involve pupil friendly language, regular reminders, smiley face charts or target-cards, or dedicated sessions for discussion and reflection. We would like all pupils to accompany parent/carers for target-setting and curriculum meetings, so that they can feed back and help select what will work best for them.

Pupil voice is recorded in each termly meeting, and in the Annual review process reviewing provision and targets, the manner in which this is done will also vary with the pupil's needs, and may involve dedicated time to reflect on key questions prior to the meeting.

Where-ever possible we want targets and progress to be in pupil and parent friendly language, to support meaningful engagement and to describe tangible changes that can be seen and assessed. From 2016 in our SLD nurture classes progress will be reported on through picture and video, to create a record of achievement for each pupil to be able to reflect on and be proud of, in and beyond school.

How are Grange staff trained to support learners with SEN/D? Who else could help my child?

- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families

For ease of reference our staff expertise in areas of SEN/D has been organised by Area of need, below:

Staff Training at Grange Primary				
	Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory:
	Makaton Foundation Blanks Levels of Questioning	Outstanding Facilitator Programme (OLEVI) Outstanding Teacher Programme (OLEVI) Dyslexia/SpLD Training (Driver-Youth Trust)	De-escalation and Positive Behaviour Relationship Management PRICE Training Playtherapy Rainbows Circle of Friends	

As a school we work closely with Harrow Physiotherapy, Occupational Therapy, Hearing Impairment and Visual Impairment Services, CAMHS and Social Services and follow strategies and support programmes as recommended. These provisions will be incorporated into students Learning Plans so that provision and progress is recorded and evaluated by school each term. We work closely with Harrow Special Educational Needs and Disabilities Advice and Support Service (SENDIAS), who provide free and independent support and advice to parents and carers.

Finally as a Harrow Community School our provision we work extremely closely with Harrow Special Educational Needs Assessment and Review Service (SENARS) who oversee our provision and application process for Learners with Education, Health and Care Plans.

We welcome multi-professional involvement in helping provide the best possible support for all our pupils, if there is a professional supporting your child do let us know and we can include them in correspondence, professionals’ meetings, and Annual Review process.