



Grange Primary School

SEND Information Report

Grange Primary School is an inclusive school that values every child. Staff are committed and dedicated to constantly improving the learning experiences of all our pupils. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and enable them to feel that they are a valued member of the wider community.

The range of support deployed will be tailored to the individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners.

Whole School Approach

The School's SEN Information Report should be read in consultation with other key school policies that are accessible on the school's website: The SEN Policy, Teaching & Learning Policy, Behaviour and Relationship Policy, Safeguarding Policy, Assessment Policy

What kinds of special needs are provided for in this school?

The SEN Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The four broad areas of need identified within the SEN Code of Practice 2014 and which are provided for at Grange Primary School are:

- Communication and Interaction (e.g. speech and language delay, autism, etc.)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, etc.)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive compulsive disorder (OCD), etc.)
- Sensory and Physical Needs (e.g. visual impairment, hearing impairment, sensory needs, toileting issues, physical disability, etc.)

Who is involved?

At Grange Primary School every child is valued and all teachers are teachers of pupils with Special Educational Needs and Disabilities (SEND). The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and

considerate environment where staff and children value their contribution to the life of the school.

Everyone at school works to make sure that children are supported and achieve their full potential.

Key Staff

The child's class teacher:

- always focuses on high quality teaching and learning for all the children in their class, including children with SEND
- differentiates in planning and provision for children; and their full range of unique abilities
- has a role in the initial information gathering when we are identifying and assessing if a child has a Special Educational Need
- regularly communicates through a range of methods (e.g. informally at morning drop off and afternoon pick-up, phone calls, meetings, communication books, etc.) with parents/carers
- works with other members of school staff and external professionals where necessary to make the best provision for children with SEND

Cherylyn Larking - Inclusion Leader

Maria Williams – SEND support

- co-ordinates day to day provision for children with SEND
- liaises with outside agencies – e.g. Speech and Language Therapy, Paediatrics, School Nurse, Educational Psychologist, Child and Adolescent Mental Health Services, etc.
- keeps school systems up-to-date so we know who in school has SEND and what we are doing about it
- helps teachers and support staff access resources they need to help children with SEND in the school achieve the best progress possible
- works with families and other school staff to make the best provision for children with SEND
- communicates regularly with the SEND link governor.

Appointments can be made via the school office 020 7771 6121 Diana Valcheva – Headteacher

The Headteachers have overall responsibility for ensuring that a child's needs are met. They ensure that the governing body is kept up-to-date about SEND in the school, and liaise with the SEND link governor, Christine Okenykene

Natasha Tomlin – Children's Welfare and Safeguarding Officer and Pupil Development Centre (PDC) Co-ordinator

Kim Edwards – School Business Manager (SBM)

Learning Support Assistants – staff who support children with statements or EHC plans and have had additional training to support specific needs

Outside Agency Partners

Speech and Language Therapy through Unlocking Language

Early Help Service including Early Help Family Support and Early Help CAMHS (Child and Adolescent Mental Health Services)

Educational Psychologist

Sunshine House - Paediatric NHS services

Autism Support Service

Pupil Referral Unit (PRU) – Summerhouse Primary School

Bede House Solace

Blackfriars Advice Service Southwark Law Centre

CCHF (Children's County Holiday Fund) SHP (Housing Support)

Thomas Calton Centre Adult Education

CAF Process (Common Assessment Form)

We work closely with parents to assess needs and seek targeted support for students and families. We work closely with those families to monitor the impact of support. The CAF process can access support such as Early Help, an Educational Psychologist or Speech and Language Therapy.

How accessible is this school for my child?

- Our school is a Victorian three-storey two form entry school – this means we have two classes in each year group. We have wide corridors inside the building
- We are wheel-chair accessible on the ground floor; we have toilets for people with disabilities and we ensure that equipment and adaptations are put in place to support children's individual needs
- The school has interactive whiteboards in every classroom and there is access to laptops and iPads for children as needed
- Our classrooms are communication friendly and some staff are trained to use Makaton (a key word signing approach) to support children who do not use speech to communicate
- We access support and advice from agencies such as Physiotherapy, CENMAC and Occupational Therapy to allocate resources where they are needed
- Please see our Accessibility Plan available from the school office or website for more detailed information on this.

Managing medical needs

School Nursing Services works with the school and families to create care plans for those with medical needs requiring medication:

Tel: 020 3049 7106

Email: gst-tr.BRSouthwarkSN@nhs.net

The school ensures staff supporting students with named conditions (e.g. diabetes) are trained appropriately and can deliver medication as prescribed. For pupils with hearing or vision loss, we work directly with NHS specialists who advise us.

Information on the Local Offer:

Southwark Council has developed its local offer of services available. This can be accessed at <http://www.localoffer.southwark.gov.uk/> It details support and services that may be available to families with children and young adults with Special Educational Needs.

Wider World of School

Approaches to extra-curricular activities and pastoral care

Admissions

Students with SEND are allocated places in two different ways:

Those pupils with statements or EHC plans have a specific admissions procedure overseen by Southwark's SEN team. Applications for children with special needs or with a disability will be treated fairly. Reasonable adjustments will be made to accommodate pupils with a disability.

Those pupils who have SEND, but not a Statement or EHC plan are admitted via the normal school admissions process. Further information and guidance on how to apply for a place at Grange both if your child has an EHC plan or statement of special educational needs, or if s/he has special needs but does not have a statement, can be found on the following link: <http://www.southwark.gov.uk/schooladmissions>

There is also some information about admissions to Grange on the school website.

How will my child be welcomed into the school?

Transition – both to and from Grange and other schools is an exciting time, but can raise some concerns too. To help children feel welcome:

- We arrange tours of the school for prospective new children and their families
- We meet with the child and parent/carer to gather information
- If the child has been attending another setting, where necessary, we arrange a transition meeting with the previous school
- Our Reception class teachers host an open morning in the Summer Term for parents/carers to come along and meet the teachers and find out more about classroom routines
- We host a minimum of two sessions for new children joining Reception to “stay and play”
- If necessary, the school provides transition books for the summer break with photos of the school and key staff so parents/carers can use these with their child, where such an approach would be beneficial in helping the settling in period.
- Reception class teachers arrange individual settling-in sessions with every child's parent/carer in the first half term of them arriving at Grange

- For new arrivals mid-term, (called in-year admissions) we have a buddy system to help new children settle and class teachers are provided with all the information we have available to help meet the children's needs.
- Classes are prepared to welcome new arrivals in a positive way, and prepared as to pronunciation of the child's name, buddies allocated, named books and trays are prepared in advance and details regarding previous schooling, home language and proficiency and SEND known to the administration team are communicated to class teachers.
- The class teacher, Learning Mentor, Inclusion Leader, teaching assistant and lunchtime staff will play particular attention to the welfare and happiness of new arrivals
- Where the pupil is a newcomer to English, the EAL Leader will make the class teacher aware of pupils and staff within the school who speak or understand any of the child's competent languages.
- Class teachers should endeavour to learn about the cultural and linguistic background of the pupil, consulting with the EAL Leader as necessary.

How will my child be supported to be part of the school?

Most children with SEND are supported through opportunities provided to all children –

- High quality differentiated teaching, and supportive and empathetic staff who care about and listen to them
- Some children find the social and emotional aspects of school life more difficult; for them, we have behavioural and social or emotional support. This is managed by our leadership team, and by our Assistant Head with responsibility for behaviour, our Learning Mentor and Pupil Development Centre leader, Natasha Tomlin. They ensure that children's social and emotional needs are met by: providing individual and group- based support around social skills and making friends; anger management support; supporting children to learn to cope with difficult family circumstances, bereavement and other areas of need; and other emotional/social forms of support
- We often seek wider opportunities, such as music, drama or sport to help children with particular social and emotional needs to help them develop their participation in the school community and with this their sense of belonging and self-esteem
- The school's curriculum incorporates our core values and spiritual, moral and cultural development, which will support your child. For further information visit the school's website
- Our school counsellor works with pupils with specific emotional needs on referral from leadership staff members.

Behaviour management

How is Behaviour Managed?

Universal Support

All students are working to improve their behaviour and have targets. Grange operates systems of rewards and sanctions and positive behaviour management. Please see our Behaviour Policy available from the school office or on our website.

We aim to provide a safe, calm, happy and tolerant environment where all feel valued, and where everyone makes good choices so that everyone can learn and achieve to the best of

their ability. We aim to help children become positive, responsible and independent members of the community. We have a strong personal, social and emotional curriculum, in which every child has access to a programme of PATHS (Promoting Alternative Thinking Strategies) and Be The Best You Can Be, a programme based on Olympic values which includes visits from Paralympians which inspires pupils to set and work towards personal goals.

As a caring and welcoming community, we believe that everyone – all adults (staff, parents / carers and visitors) and children should treat one another with respect and courtesy at all times. We teach children about fundamental values – especially our Grange Core Values of: Love, Hope, Co-operation and Respect.

When things go wrong, we use a restorative approach, enabling children to put things right and resolve things so that everyone feels ready to move on.

We provide incentives and rewards for excellent behaviour (house points, Green Time for the children who always behave well, letters home, certificates, Top Table at lunchtime, rewards, etc.) There are predictable and consistent sanctions that staff apply if a pupil is not making good choices, and we work closely with parents to make sure that children learn from such incidents.

The culture of a Telling School is promoted, whereby children are asked to take responsibility for their learning and the learning of others.

Specialist Support

Some students need specialised behaviour support, or support with their emotional well-being, or mental health. We may need to consult outside agencies for advice or put interventions into place (always following consultation with parents) such as:

Behaviour Reward Charts, Pastoral Support Plans, Individual Targets, Therapeutic Support, PDC Support, Visual Timetables, Individual support from staff, Individualised access arrangements, PRU referrals

Bullying

Sadly, bullying exists in all schools. At Grange we do not tolerate bullying, whether personal or based on race, gender, sexuality, religion or disability. We actively run workshops to deal with these issues, work to encourage a safe environment for all and intervene as early as possible in cases of bullying. Our anti-bullying policy is incorporated in our Behaviour Management Policy, which is available from the office, or on the school website. All children are taught what bullying means, that it is completely unacceptable and what they need to do if they see or experience bullying.

Children are encouraged to report bullying, as part of the “Grange is a Telling School” culture, whether they are the victim, or they witness any unacceptable behaviour towards others.

Issues around bullying are discussed as part of our PATHS lessons.

What support do we offer you as a parent or carer of a child with SEND?

Involving parents/carers in the life of the Grange is very important to us and we make use of a variety of strategies to do this, such as:

- Class assemblies and school performances
- Weekly School newsletters
- Website (new website launched in April 2015)
- Parents' evenings
- Subject Workshops

Class teachers greet every child in the morning and we have an open door policy for parents and carers to arrange an appointment to meet class teachers or members of the leadership team. We also have termly parents' evenings for parents/carers to meet and discuss their child's progress. Members of the leadership team, office and admin staff, the Learning Mentor and the Home School Support Officer are available at the beginning and end of the day to speak with parents and carers. We schedule Team Around the Family meetings where these are necessary. This is an opportunity for parents/carers and external professionals to work together to meet and plan or review provision for an individual child – usually children with severe and complex needs who have a number of different agencies working together.

For children with severe and complex needs who have a Statement of SEND (which is now referred to as an Education, Health and Care plan), The Inclusion Leader/SENCO arranges an Annual Review meeting. This is another opportunity for parents/carers and the child him or herself to discuss what has worked well and what we need to focus on in terms of the child's provision.

Miriam Poulton (the Home School Support Officer) is available to all parents to discuss any worries, whether concerning education, welfare, housing, social, financial and other issues. She organises parental workshops and signposts parents to suitable courses and advice.

What extra-curricular activities can my child participate in?

We do not discriminate against children with SEND, and all extra-curricular opportunities available for children without additional needs are available to those children with SEND. We have a range of after-school clubs at Grange – such as football, chess, cookery, homework club, Eco-team and the school choir. If you feel that your child would require additional support to access a club that they would like to attend, please speak to your child's class teacher.

It is very important to us that children with SEND access school visits and trips, which offer stimulating learning opportunities and experiences. We conduct a risk assessment of each visit/trip in advance so that we know we have everything in place to make it a success and we make adjustments to our plans to meet children's individual needs.

In Year 6, children have a residential school journey at Arethusa Venture Centre which is fully accessible for people with disabilities. All pupils are encouraged to attend. If you have any concerns about a planned visit/trip, please speak in the first instance to your child's class teacher, following that to another member of the leadership team.

What support is available at less structured times of the day (e.g. playtime, lunch)?

All children at Grange are well supervised at all times. We know that some children find less structured times in the day more challenging. In the playground we have a quiet area and

zoned areas for ball skills, etc. We encourage pupils to resolve their own issues where possible using the Playground Buddies system (buddies are trained as part of the PATHS programme – Promoting Alternate Thinking Strategies).

For pupils with feeding issues or allergies, all staff are informed on procedures to follow and support pupils.

Approaches to Teaching and Learning

How will teaching be adapted to meet the needs of my child?

Key principles at Grange are:

- continuous assessment and monitoring of progress
- involvement of students and families in target setting
- scaffolding of activities to enable student success and build independence
- individual student strengths and learning styles are acknowledged and responded to

At Grange, all teachers focus on providing all children with Quality First Teaching (QFT). This means that we ensure effective inclusion of all pupils by providing daily high-quality personalised teaching.

Quality First Teaching is based on:

- teachers and staff having the highest possible expectations for all pupils
- building on what pupils already know, can do and understand
- using different styles of teaching and learning so that children are fully involved in learning in class – this may involve things like using more practical or visual methods of learning
- clear objectives and success criteria that are shared with the children
- lively, interactive and creative teaching styles, across the curriculum
- stimulating and challenging learning experiences
- verbal and written feedback to the children so that children know what their next steps for learning are
- opportunities for the children to assess their learning and the work of their peers.
- differentiation: this means teachers adapt their teaching and planning to meet a child's individual learning needs. They might change the content of a lesson slightly, or adapt how they teach, or expect different outcomes at the end of the learning; all based on what works best for each child. Homework may be extended or adapted to suit individual pupils.
- groupings are flexible and varied to maximise learning opportunities for all, promoting inclusion and challenging the more able
- additional adults are used flexibly to help facilitate learning with the long term goal of developing pupil independence
- pupils are consulted with and involved in target setting and reviewing progress

How will I know how my child is doing?

You will be informed about your child's attainment and progress in learning, and you will have regular opportunities to discuss this with his or her class teachers. Class teachers meet and greet children every morning and afternoon in the playground. It is always better to speak to them in the afternoons than in the mornings, as the children need to get to class

quickly to continue learning. Every term there is a parent-teacher meeting where you get the opportunity to speak to your child's class teacher on an individual basis about your child's progress. At the end of each year, you receive a written report of your child's achievements and the suggested next steps for learning.

At any time in the school year, you are welcome to make an appointment with your child's class teacher or the SENCO to discuss your child's progress and any concerns you may have. If school staff feel there are significant concerns about your child – for example a sudden deterioration in their progress or emotional well-being – we will not wait until the end of term to discuss this with you.

What skills do the staff have to meet the needs of my child?

An on-going programme of training ensures that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all children including those with SEND and medical needs. The school also seeks advice and guidance from a range of outside agencies and experts to review, evaluate and develop provision for pupils who have the most complex needs. Dyslexia specialist teacher and assessors are Maddy Webb and Amina Rahman. All teachers in the school are qualified teachers who have access to a range of support and training and professional development across the year.

Information about early identification, assessment and intervention

What happens if I am worried about my child?

If you have concerns about your child's progress you should first speak to your child's class teacher. If you have further questions you should speak to the Inclusion Leader, Jessica Cameron, or a member of the leadership team. We can then work together to identify specific concerns and plan what we can do next.

How do you identify students who may have special needs?

We use a range of strategies to identify children:

- Some children come to school with their needs already identified by their previous setting/school or specialists working with them (e.g. community paediatrics, Speech and Language Therapy, etc.). We contact these practitioners to find out what goals they have been working towards, how the child has responded and what needs to happen next
- For other children, we first provide high quality teaching and monitor their progress in response to this. If your child does not make the expected progress after having had good quality teaching we will start to further assess whether your child has SEND. We will often plan specific interventions to address their learning needs.
- Some children might have more specific problems that can be identified by staff or parents
- These interventions take the form of small group or sometimes individual support.
- We talk with your child and with you about their learning, what is working/where the gaps are and work together on setting targets

- If we feel that an outside agency assessment would be helpful (e.g. Speech Therapist, Educational Psychologist), we will talk to you and obtain your consent
- Sometimes parents' concerns shared with us are important in identifying specific needs.

How will my child manage tests and exams?

For some pupils, additional arrangements and adjustments can be made to enable them to fully access Key Stage 2 Statutory Attainment Tests. This might include additional time, use of a reader, rest breaks or the use of a scribe, transcription, or a word processor, depending on pupil need. The Headteachers or Inclusion Leader can inform you about eligibility for these arrangements at Year 6. Qualification for these access arrangements will depend on DfE regulations which are reviewed annually. Please contact either the class teacher or Miss Cameron if your child is in Year 6 and you have concerns about this.

SEN SUPPORT including students with EHC Plans

Information on the schools graduated approach - **Assess, Plan, Do, Review**

What happens if my child does have difficulties?

We further personalise planning and provision for your child – working together to decide what outcomes we want for the year or the term, and then what support is needed to achieve those outcomes. The plan is then implemented, monitored and reviewed to check if it has made a difference.

Some children benefit from small group work (sometimes called intervention groups):

- they are either run or overseen by the child's class teacher
- focused on where the gaps are and using strategies that will close those gaps
- monitored by the Inclusion Leader
- may be run inside or outside the classroom.
- we may take advice from specialist outside agencies to plan interventions

Sometimes we also provide specialist groups or individual support as advised by external agencies depending on pupil need.

For some children more specific, target led, small group or individual work is needed to support their progress in school. This may mean working with a teacher, teaching assistant or other professional, for example a speech and language therapist. This additional support may take place inside or outside the classroom.

It is important to note that not all intervention groups are to support pupils with SEND.

Adaptations may be made to the learning environment to facilitate effective learning e.g. workstations for pupils with ASD.

Adaptations may be to delivery of the curriculum such as TEACH (a method used with pupils with ASD).

How will you find out more about what my child needs?

If a child's development causes concern, despite differentiated learning opportunities, the class teacher will raise concerns with the Inclusion Leader and provide evidence to support their concerns. Initial concerns may have been raised with the class teacher by a

parent/carer or another professional. Concerns regarding progress may also be identified within Pupil Progress Meetings. The class teacher is responsible for informing the child's parents/carers of their concern and collecting relevant information about the child. What will you do once you know what my child finds difficult?

We will consider assessments and observations of your child and, if necessary, plan further assessments. Following this, we will put a plan together, setting some objectives or targets to be achieved, implement the plan, and give it some time to work. We set a date to review it, and then come back together to discuss whether it has made a difference.

What extra support can be brought in to help the school meet the needs of my child?

There are a range of services we draw upon: Speech and Language Therapy; Educational Psychology; Physiotherapy; Occupational Therapy; Paediatricians (including the Social Communication Clinic at Sunshine House Child Development Centre); Child and Adolescent Mental Health Services (CAMHS); the Autism Support Service and specialist teaching staff.

Advice from these specialist agencies informs our planning, delivery and review of interventions and specialist strategies.

Who makes sure everything is happening?

The class teacher has responsibility for every child. The Inclusion Leader and subject leaders will have an overview of interventions taking place and be involved in monitoring them.

How will I know if the provision is making a difference for my child?

When we set the outcomes or goals that we want for your child, we try to be specific and measurable so we know if we are making a difference. You will most likely notice this progress and share this with us.

What if it is not working as much as I had hoped?

After we review the initial plan and strategies we have put in place, if we find progress has slowed, we will discuss with you the available outside agencies who can help us. We ask your permission for their involvement and they will assess and work with your child, speak with the teacher or teaching assistant, meet with you where appropriate and help us plan more personalised provision.

What happens if I am still worried or disagree?

Talking through your concerns with the Inclusion Manager (Jessica Cameron) or a member of the leadership team will help clarify outstanding concerns or worries. If you are still worried, you should seek an appointment with one of the Headteachers.

Education Health and Care Assessments and Plans

What if I think my child needs more help than the school can provide?

If you think your child has severe needs or needs more help than the school can provide, you can ask the local authority for an assessment to decide whether an Education, Health and Care (EHC) Plan is needed. The EHC plans replaced Statements of SEN in 2014. If your child has an EHC plan they will require a significant amount of individualised support that cannot be provided from the budget available to the school. It may mean that their needs are complex or severe and may have a lifelong effect on their development and learning.

The school (or you) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process which would set out the amount of support that would be provided for your child if they had an EHC Plan. After the school have submitted the request to the Local Authority, the Local Authority will decide whether they think your child's needs are complex enough to need an assessment. If they think is the case they will ask you and all professionals involved to write a report detailing your child's needs. If they do not think your child needs this assessment, they will ask the school to continue with school-based support.

After all the reports have been sent in, the local authority will decide if your child's needs are severe, complex and lifelong. If so, they will write an EHC plan. If not, they will ask the school to continue with school-based support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

EHC plans are written and reviewed in a collaborative manner by the parents (yourselves), the school, the child and the local authority. An EHC plan will specify a particular school or setting.

What if I disagree with some aspect of the plan, or I disagree about them conducting the assessment?

We recommend you contact the Local Authority and talk about why they have made decision they have. The impartial parent partnership service, now referred to as Southwark Information Advice and Support team (SIAS), are also available to help you, and there are avenues you can go down if you remain dissatisfied. Please see Southwark's procedures on the Southwark website. These include mediation services or an application for an SEN Tribunal. Information on these services would be available from your local authority on application for an Education and Health Care Plan assessment. This will be whichever local authority you and your child reside in.

EHC plans are expected to take twenty weeks to complete from the start of the initial assessment. Once an EHC plan has been set up, it will be reviewed each year to ensure that it meets the needs of the child. Children with current Statements of SEND will gradually have these changed into EHC plans. We will be in touch with the families of our children with Statements when we are about to make the transfer to an EHC plan.

Arrangements for supporting transitions for pupils with significant SEND

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

Children with an existing statement or EHC plan apply for place at secondary school in a different way to others. They are contacted directly by the Local Authority, receive priority, and submit just three choices (whereas other children submit six).

At Grange, we will support all parents as much as we can to make decisions about which school is right for your child so as to make this process as smooth as possible. For children with special educational needs, this might include making contact and organising meetings for you with the SENCO at secondary schools. You can talk about the individual needs of your child, and get a realistic picture as to the support that your child could expect to receive there.

Once your child has been allocated a place at secondary school, we will help to plan the transition, meeting staff from the receiving school to pass on essential information, helping your child to talk through any concerns or anxieties they may have and facilitating visits to the school for your child. We will usually hold annual reviews of children with a Statement or EHC plan once the new school is named so that their strengths and their needs are very clearly known at the new school. We provide emotional support before transition, as well as giving key information to help staff at the new school best meet your child's needs.

For pupils joining Grange within the Foundation Stage, with identified special needs, we work closely with parents and the child's prior setting to ensure the transition is as smooth as possible; making visits to the setting where necessary and setting up programmes to smooth the transition to effective learning and inclusion at Grange.

For pupils joining with identified needs at other points of their school career (what are referred to as casual or in-year admissions) we similarly work closely with the prior setting, gathering information, facilitating visits and tours for parents and pupils and working closely with agencies involved.

Once pupils start they are allocated buddies to help them quickly integrate to Grange and regularly review their progress and how they feel about their new setting.

For pupils changing classes, especially those who experience difficulties with transitions such as those on the autistic spectrum, we identify key adults from the new class and introduce the child as early as possible, often sending home photographs of those adults and the new room to aid transition.

Information about funding and resources

How will the school fund the support needed for my child?

Part of the school's budget is allocated to help it meet the needs of pupils with SEND. At Grange we manage this funding effectively and try to ensure that pupils receive adequate support to help them make progress.

How are decisions made about funding and what can I do if I am unhappy with this?

The governors set the budget at this school and receive regular reports on how resources are deployed. All schools are allocated a budget to provide for the educational needs of all children who attend the school. In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEN based factors such as: social deprivation factors, the number of

children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of children within the school.

In terms of Statements and EHC plans, formerly, the Local Authority provided additional funding for children with Band 3 or 4 Statements. Bands 5, 6 or 7 statements did not have additional funding allocated to them. The school decides the appropriate allocation of funding to support those children's needs using the delegated funding mentioned above. The school will now finance the first £6000 of any future EHC plan from the SEN budget.

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Pupil Premium funding is also available to meet the needs of children who have qualified to be entitled to Free School Meals in the last six years or who are Looked After. Information about how Grange uses its Pupil Premium funding is available on our website.

The Headteachers organise support and additional staff deployment to classes to meet the needs of children. This is informed by data analysis taken from the school's assessment cycle and the needs of individual children identified with SEND and or disabilities.

The school purchase support from a Speech and Language Therapist from the NHS, to assess and provide advice with regards to the needs of children with speech and language difficulties.

Grange also accesses support from the Early Help Service (EHS) locality team, which includes access to an Educational Psychologist, an Education Welfare officer, Family Support Workers, a Social Worker and the Autism Support Service. Referrals can be made to the Early Help Service team when further assessment or support is required for children using the Common Assessment Framework (CAF).

Grange is committed to effective collaboration between agencies working with a child and family and a multi-disciplinary approach. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families.

Across the school, provision is organised to meet needs and is set out within provision maps. Provision maps are maintained by the Inclusion Leader, Jessica Cameron. The effectiveness of these interventions is monitored by the staff team by reviewing the outcomes at pupil progress meetings, data analysis, teachers' observations, pupils' responses and analyses of children's behaviour and attitudes to learning.

We access training and professional development using both internal and external expertise. Staff are sent out for training to meet specific needs of pupils, for example, Makaton and Autism training.

The school runs internal training to update staff knowledge and competence. We share expertise and work alongside staff, modelling strategies and approaches.

Information on where to find further support

Where can I or my child get further help, information and support?

You should first speak to your child's class teacher. Then, if necessary you should contact Jessica Cameron, the Inclusion Leader or a member of the leadership team. Miriam Poulton, the Home

School Support Officer, is also available to advise you. She will direct you to the most appropriate source of help. There are local drop-in services for parents/carers for children with SEN such as the drop in clinic at Sunshine House Child Development Centre on Friday mornings. Additionally you can make an appointment to contact the school's Speech and Language Therapist or any of the school's staff.

Where can I find out about what is available locally for me, my family or my child?

Each local authority is producing its own local offer, depending on which borough you live in you will be able to find out more information by via that authority's website. If you live in Southwark, that would be at <http://www.localoffer.southwark.gov.uk/>

Additionally you can access impartial advice on SEN and other issues from the Southwark Information Advice and Support Team on 0207 525 3104. This service was formerly known as Parent Partnership.

<http://www.localoffer.southwark.gov.uk/information-advice-and-support/>

Also you can access support from the National Charity 'Contact a Family'
<http://www.cafamily.org.uk/>

Complaints procedures

How do I complain if I am not happy with what is happening for my child?

We hope that every parent/carer is happy with what is in place for their child.

If you have anything you are not sure about, or have a concern, first you should always discuss this with your child's class teacher. Most times, issues are resolved at this stage. However, if you remain unhappy you can also speak to Ms Larking, a member of the leadership team or the Headteacher (Diana Valcheva).

A copy of the school's complaints procedure is available from the school office upon request.