

Grange Primary School



SEND Information Report The School Offer May 2023

Belong

Believe

Achieve

Approved by: [Name]

Date: [May 2023]

Last reviewed on: [May 2023]

Next review due by: [May 2023]

Contents

Contents	2
1. What types of SEN does the school provide for?	4
2. Which staff will support my child, and what training have they had?	14
3. What should I do if I think my child has SEN?	15
4. How will the school know if my child needs SEN support?	16
5. How will the school measure my child's progress?	18
6. How will I be involved in decisions made about my child's education?	18
7. How will my child be involved in decisions made about their education?	19
8. How will the school adapt its teaching for my child?	20
9. How will the school evaluate whether the support in place is helping my child?	22
10. How will the school resources be secured for my child?	22
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	23
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	23
13. How does the school support pupils with disabilities?	23
14. How will the school support my child's mental health and emotional and social development?	23
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	25
16. What support is in place for looked-after and previously looked-after children with SEN?	25
17. What should I do if I have a complaint about my child's SEN support?	25
18. What support is available for me and my family?	26
19. Glossary	32

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://grange.southwark.sch.uk/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

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 striving to achieve in a well-planned curriculum delivered by a dedicated staff team.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties including Development Language Delay
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment

	Physical impairment
--	---------------------

Area of Difficulty	<u>Wave 1 Universal approach</u>	<u>Wave 2 Targeted approach</u>	<u>Wave 3 Intensive, Individual or specialist support</u>
Cognition and Learning (C&L)	<p><i>*TA support in class: to support the children's independent learning – task planners, small group support, discussions</i></p> <p><i>*Focused group work with class teacher</i></p> <p><i>*Differentiated curriculum planning, activities, delivery and outcome</i></p> <p><i>*Collaborative approaches to learning e.g. group/paired work.</i></p> <p><i>*Resources to support independence in class – Clear Learning questions & success criterias, writing frames, word banks, key vocabulary, picture dictionaries, dictionaries, thesauruses and concrete</i></p>	<p>*1:1 reading with TA</p> <p>*Nessy – online literacy intervention programme (TA led)</p> <p>*Mathletics and Times Tables Rocks Stars maths intervention (TA led)</p> <p>*Action Tutoring in Reading and Maths</p> <p>*Booster classes (before or after school) in preparation for Y6 SATs</p> <p>*Colourful Semantics to help children with structure of sentences</p> <p>*Additional Phonics/ Phonological Awareness groups using Little Wandle</p> <p>*1:1 support (in specific areas eg. spelling/phonics/reading)</p> <p>*Small group teaching of Literacy / Numeracy</p> <p>*Increasing differentiation (personalised learning programme)</p> <p>*Access to specialised equipment (eg laptop for writing)</p> <p>*Access to dyslexia</p>	<p>Flexible and reduced timetables</p> <p>Individualised differentiation</p> <p>1:1 or 1:2 and small group support from TA</p> <p>High level of support in class</p> <p>Advice / intervention from external agencies eg. Educational Psychologist</p>

	<p>resources in maths such as: 100 squares, numicon, number lines, diene cubes, word and phonics mats etc.</p> <p>*Creative curriculum with multi-sensory approaches to teaching and learning</p> <p>*Whole school handwriting scheme (Letter Join).</p> <p>*Peer and Self-Assessment</p> <p>* Use metacognitive questions to help child identify patterns and reflect on learning process</p> <p>*Give opportunities for repetition, retrieval, reinforcement and over-learning to support with working memory</p> <p>*Use graphic organisers, mind mapping and writing frames</p> <p>* Effective marking delivering feedback, next steps and pupil response to</p>	friendly books	
--	--	----------------	--

	<p>marking</p> <p><i>*Regular and on-going assessments to ensure work set is appropriate level of challenge</i></p> <p><i>*Regular staff training on teaching and learning.</i></p> <p><i>*Increased visual aids/ modelling etc</i></p> <p><i>*Visual timetables</i></p> <p><i>*Access to ICT</i></p>		
<p>Communication and Interaction (CL)</p>	<p><i>*Differentiated curriculum planning, activities, delivery and outcome e.g. Modified/simplified teacher language, key vocabulary</i></p> <p><i>*TA support in class to support children's independent learning e.g. – writing frames, break tasks down into steps, understanding of tasks, reminders or learning questions and success criteria's to facilitate group discussion and</i></p>	<p><i>*Modified tasks to take account of further difficulties; further differentiation</i></p> <p><i>*Targeted speech and language programme e.g:</i></p> <ul style="list-style-type: none"> • Therapeutic Writing • Speech Bubbles writing through drama • Lego Therapy • Attention Bucket (EYFS) <p><i>*Specific teaching of social skills / social skills group</i></p> <p><i>* Support for transition between tasks e.g. now and next boards / individual visual timetable</i></p>	<p>Individual speech and language assessment and targets set</p> <p>Individual support from TA to achieve S&L therapist set objectives</p> <p>Targeted 1:1 support in class</p> <p>Individualised differentiation and timetable</p> <p>Staff trained and skilled in teaching and supporting children with speech and</p>

	<p>participation</p> <p><i>*Use of visual aids / modelling etc including visual wordbanks using Communication InPrint</i></p> <p><i>*Talk partners</i></p> <p><i>*Small group work and discussions</i></p> <p><i>*time to process information</i></p> <p><i>*Structured school and class routines, reinforced by visual timetables in class. Preparation for routine change and transition times</i></p> <p><i>* Model language, giving lots of examples of how word or sentence structure should be used</i></p> <p><i>* Recast – repeat back what child said, correcting errors in speech sounds or grammar</i></p> <p><i>* Expand – repeat back what child said, adding in extra word or phrase</i></p> <p><i>* Give prompts and scaffolds such as sentence</i></p>	<p><i>*TA pre-teaching of vocabulary in intervention groups</i></p> <p><i>* use of task planners to help children identify what to do next and when</i></p> <p><i>*Visual prompts on TAs to help with communication</i></p>	<p>language needs</p> <p>External specialist support and guidance e.g. Educational Psychologist, Speech and language therapist, Autism Support Team</p>
--	--	---	---

	<p><i>starters for speaking</i></p> <p><i>*Give limited choice of responses, e.g. "Would you like ___ or ___?"</i></p> <p><i>* Provide alternative communication methods, e.g. pointing to pictures / cards from selection</i></p> <p><i>*Staff training from ASD outreach.</i></p> <p><i>*Staff training from Speech and Language Therapist</i></p> <p><i>*Whole school and class opportunities for speaking and listening e.g class assemblies, show and tell, head boy and girl speeches</i></p>		
--	---	--	--

<p>Social, Mental and Emotional Health (SEMH)</p>	<p><i>*Whole school behaviour and anti-bullying policy.</i></p> <p><i>*Whole school and class rules set with clear expectations.</i></p> <p><i>*Zones of Regulation used throughout the whole school</i></p> <p><i>*PSHCE leader who co-ordinates whole school events (e.g anti-bullying) and provision and progress of PSHCE curriculum (Jigsaw).</i></p> <p><i>*Appropriate differentiation of the curriculum to ensure that children are motivated to learn and minimise emotional, social and behavioural difficulties.</i></p> <p><i>*Class reward and sanctions system including use of Dojos</i></p> <p><i>*Themed assemblies to promote the values of the school</i></p> <p><i>*Regular celebration of</i></p>	<p><i>* Speech Bubbles for those children with difficulty speaking and SEMH issues in KS1</i></p> <p><i>*Therapeutic Writing for those in KS2 with SEMH where writing can take place in the form of drama</i></p> <p><i>* Zones of Regulation support through 1:1 mentoring with Jannelle</i></p> <p><i>*Access to resources such as fidget toys, Wobble cushions etc</i></p> <p><i>*Access to safe spaces e.g. the library</i></p> <p><i>*Access to emotional literacy support through an ELSA</i></p> <p><i>*TA led small groups as needed e.g.</i></p> <ul style="list-style-type: none"> <i>• Zones of regulation</i> <i>• Social Skills</i> <p><i>*Social stories</i></p> <p><i>*Transition Groups (Y6)</i></p> <p><i>*Behaviour chart & targets with reporting daily to SLT</i></p>	<p>Flexible and reduced timetables</p> <p>Individualised differentiation</p> <p>1:1 support for break and lunchtimes</p> <p>A highly modified learning environment</p> <p>Involvement of CAMHS and other mental health services</p> <p>1:1 Ta support</p> <p>Advice/Intervention by external agencies including Educational Psychologist / Speech and Language Therapist / Autism support team</p> <p>Referral and Support from Summerhouse Behavioural Support Service</p> <p>Individualised use</p>
--	--	---	---

	<p>children's achievements – both in class and whole school. to raise self-esteem</p> <p>*Child protection systems and safeguarding</p> <p>*Lunchtime and playtime rules, routines and activities set up.</p> <p>*Quiet spaces e.g. library, quiet area of playground.</p> <p>*Children have roles and responsibilities e.g. school councillors, head girl & boy. Eco-committee</p> <p>*Pupils given opportunities to give opinions and listened to e.g. pupil voice questionnaires</p> <p>*Well-trained staff who are aware of mental and emotional health including 2 staff members who are mental health first aid.</p>		<p>of zones of regulation supported by 1:1 TA throughout the day</p>
--	--	--	--

<p>Sensory and/or Physical (SP)</p>	<p><i>*Flexible teaching arrangements – e.g. seating & resources.</i></p> <p><i>* Experiments in class, use of artefacts, moving around classroom to act out events and role-play, use of other physical resources related to topics taught.</i></p> <p><i>*Music lessons and music used in class to enhance learning.</i></p> <p><i>*Staff aware of implications of physical impairment.</i></p> <p><i>*Extra time to complete tasks and differentiated tasks set.</i></p> <p><i>*Use of outdoor space.</i></p> <p><i>*Use of quiet rooms (intervention room, the house, the library)</i></p> <p><i>*Use of ICT and visuals or class interactive technology.</i></p>	<p><i>*Modified tasks to consider difficulties; further differentiation</i></p> <p><i>*Access to the school's Sensory Room to discover and explore the child's sensors</i></p> <p><i>*Occupational Therapy resource pack</i></p> <p><i>*Medical support through school nurse, CPD training etc</i></p> <p><i>*Care plans / risk assessments</i></p> <p><i>*Sensory diet – activities built into a child's timetable e.g.</i></p> <ul style="list-style-type: none"> <i>• Additional fine motor skills activities and sessions</i> <i>• Sensory box use of equipment</i> <i>• Sensory circuits</i> <i>• Movement and brain breaks outside of the classroom (TA led)</i> <p><i>*Access to equipment eg. fidget toys, pencil grips, wobble cushion, overlays, ear defenders</i></p>	<p>Individualised intimate care plan</p> <p>Training for staff where appropriate for physical disabilities</p> <p>Specialist equipment for VI, HI, PD</p> <p>Advice/Intervention by external agencies including Educational Psychologist / Speech and Language Therapist / Autism support team</p> <p>Referral for support and guidance from Occupational Therapist</p> <p>Physiotherapy Services support and plans followed in school</p> <p>TA support during PE/ Outdoor learning / Break times etc</p>
--	---	--	--

--	--	--	--

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is David Bucknall.

He has worked in a number of special educational needs roles across London. He is a qualified teacher.

He is working towards achieving the National Award in Special Educational Needs Co-ordination. He is also currently training to be the school's Mental Health Lead and is a designated safeguarding officer.

Although he covers some teacher's PPA, he mainly based out of class to help manage the school's SEN provision.

.

Class Teachers

All of our teachers receive in-house SEN training and/or training by external providers, and are supported by the SENCO to meet the needs of pupils who have SEN.

Throughout 2023, all staff received training from Groundwork team and The National College on supporting children with Autism and behaviour manamgnet.

Teaching assistants (TAs)

We have a team of 17 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

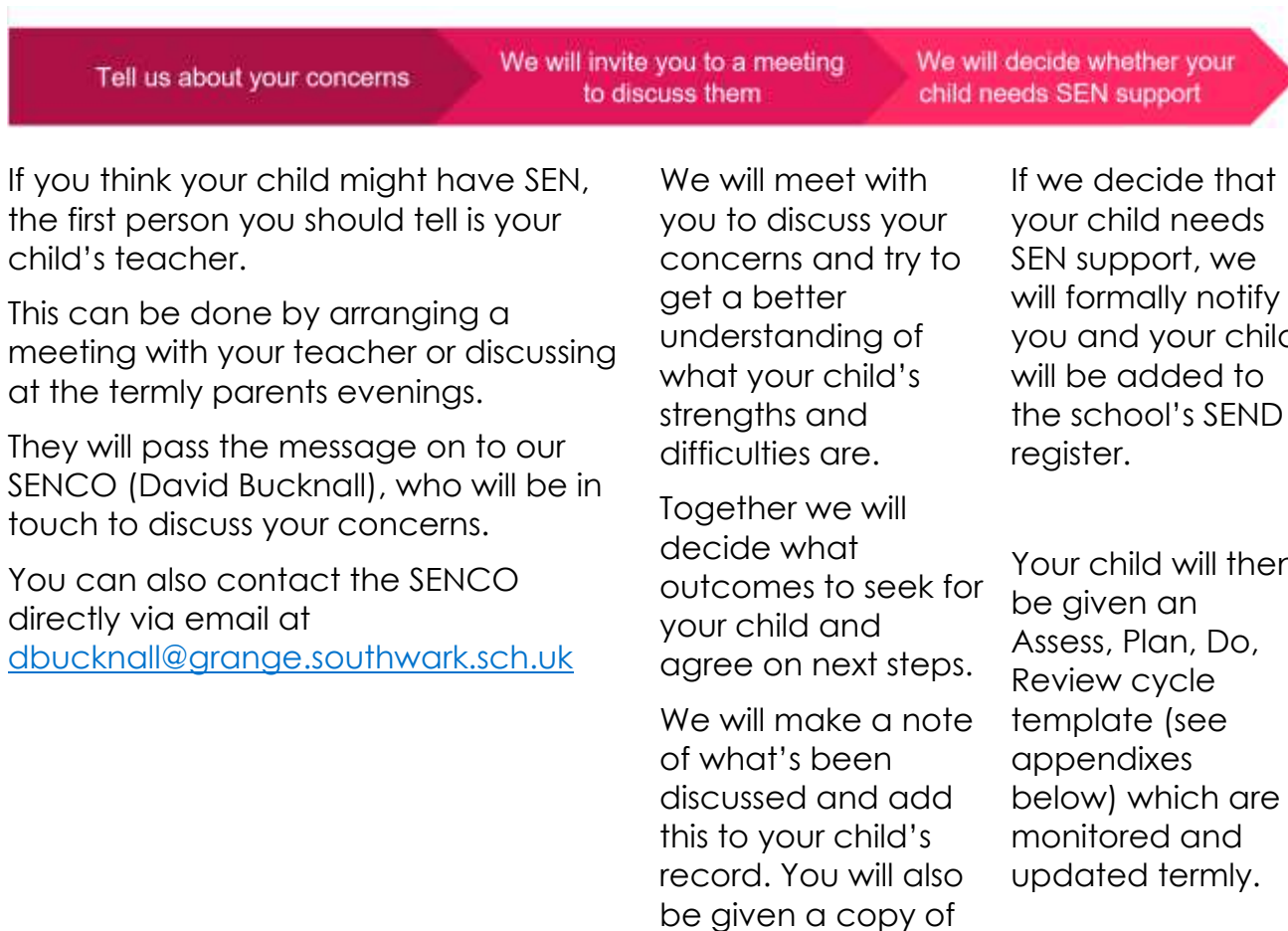
All of our TAs are trained to deliver interventions including: Phonics, Reading, Spellings (using Nessy), Maths boosters, Social Groups and others.

External agencies and experts

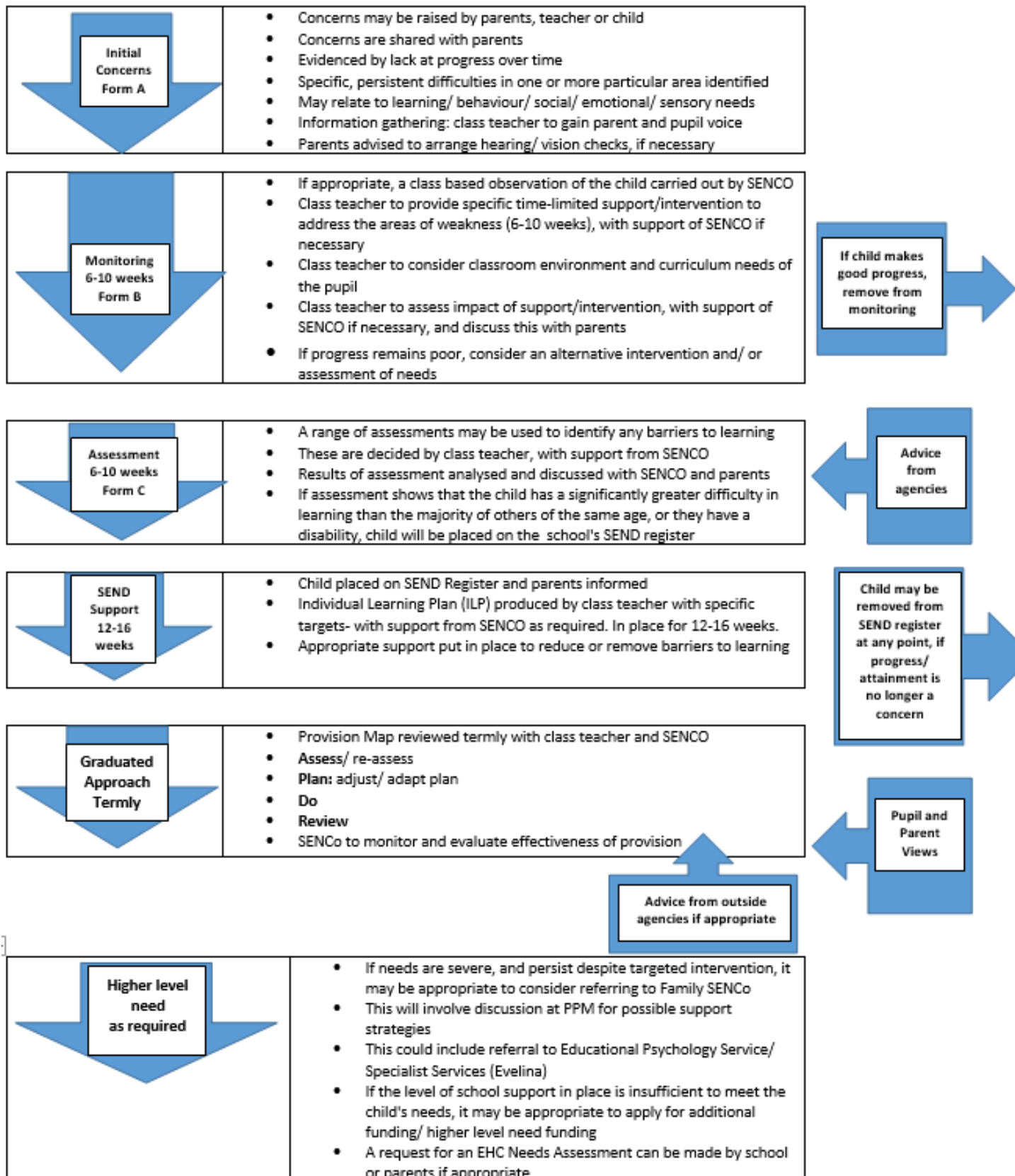
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists- using Unlocking Language
- Educational psychologists- Kate Gribble
- Occupational therapists- Una Wheelan
- GPs or paediatricians
- School nurses
- 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 SEN?



this.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

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 discuss this with members of SLT in termly pupil progress meetings and the child may be added to interventions using the school's provision map. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

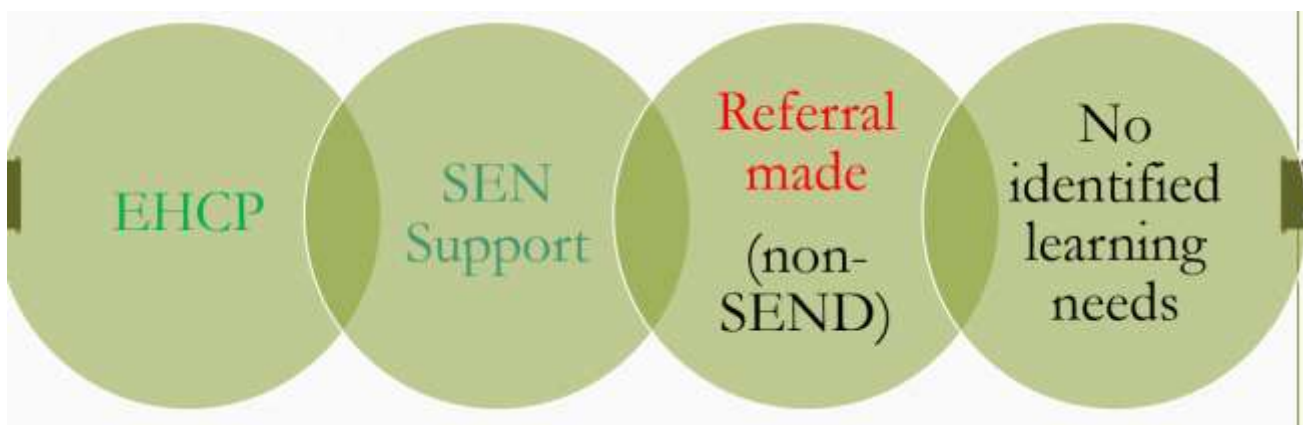
If the pupil is still struggling to make the expected progress, the teacher will complete an internal referral form (see appendixes) and send to the SENCO, and the teacher will contact you to discuss the possibility that your child has SEN.

The SENCO 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 teacher/s, 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 SENCO 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.

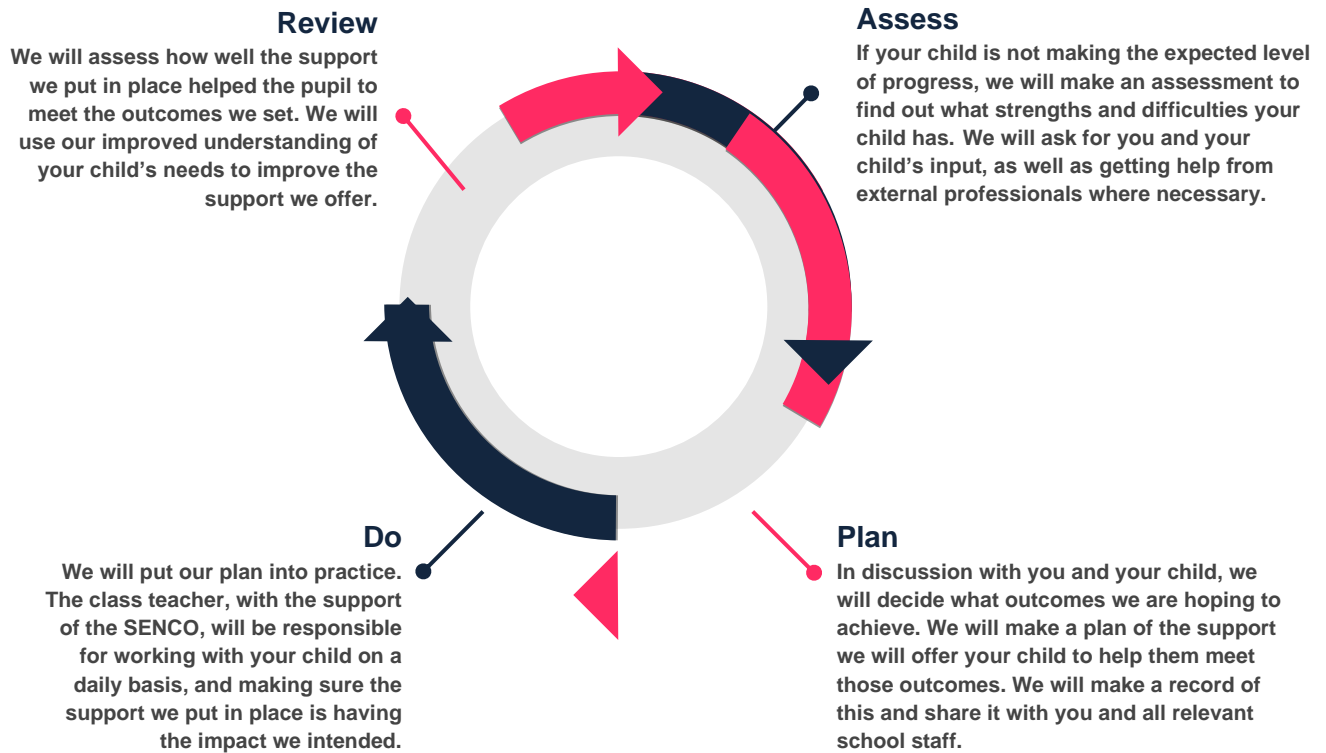
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be informed of the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will share the Assess, Plan, Do, Review cycle with you. The following flow chart, illustrates the processes the school makes with regards to children with SEN:



5. 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.

6. How will I be involved in decisions made about my child's education?

We will provide you with an annual report on your child's progress and meet with you (in-person) termly to formally discuss your child's progress.

Your child's class/form teacher will meet you 3 times a year 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 SENCO may also attend these meetings to provide extra support.

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.

If you have concerns that arise between these meetings, please contact your child's class teacher, by contacting the school's office and arranging a meeting with your child's teacher.

Parents/carers of children with Educational Health Care Plans (EHCP) will meet with the SENCO termly and be invited to review the plan every year in a formal meeting with the SENCO and other professionals in an Annual Review. You will be notified of when this at some point during the school year. If you wish to review the plan earlier, you can request an early annual review by speaking with either the school's SENCO or the Local Authority.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 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
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting

8. 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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 our curriculum to make sure all pupils are able to access it, for example, by grouping, 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 Now and Next, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis for activities such as 1-1 reading interventions
- Teaching assistants will support pupils in small groups when in class for core subjects like Maths and English and may work with your child in small groups for interventions.

We may also provide the following interventions:

- Daily reading
- Phonics catch up
- Maths pre/post teaching
- Nesy spelling intervention
- Maths Times Tables Rockstars
- Speech Bubbles interventions
- Social Groups interventions
- Attention Autism intervention

- Sensory interventions

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Now and Next boards Social stories Visual cues- visual lanyard
	Speech and language difficulties	Speech and language therapy Colourful Semantics Makaton ASD groups using Groundwork
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Pencil grip Coloured overlay Spelling intervention Pre/post teaching Small group work
	Moderate learning difficulties	Visual wordbanks Colourful Semantics Group work
	Severe learning difficulties	Visual wordbanks Colourful Semantics Group work
Social, emotional and mental health	ADHD, ADD	Fidget toys Workstation Social stories Reward charts

	Adverse childhood experiences and/or mental health issues	Groups like Therapeutic writing and Speech bubbles
Sensory and/or physical	Hearing impairment	Adapted as needed
	Visual impairment	IWB Visual wordbanks Larger text
	Multi-sensory impairment	Use of Sensory Room
	Physical impairment	Disabled toilet Stair climber

These interventions are part of our contribution to Soutwark's local offer.

9. 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 their progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Using pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. 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
- More teaching assistant hours
- 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 cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. Children with an EHCP may be awarded extra funding which is divided up into the following bands, which is given to the school to help meet the interventions laid out within the plan:

Band A: £4,150

Band B: £8,000

Band C: £12,000

Band D: £16,000

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

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

All pupils are encouraged to go on our school trips, including our residential trip to PGL.

All pupils are encouraged to take part in PE sessions and the school's annual Sports day.

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.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Grange, we work closely with Southwark's SENDIP when processing applications. We consult the local authority to discuss the needs of any pupils with SEN wishing to join our school and will reply to any requests within two weeks of receiving an application.

13. How does the school support pupils with disabilities?

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place. Under this Act schools have two duties Schools have a general duty to:

- a) eliminate discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between people who share a relevant protected characteristic and persons who do not share it. They also have a specific duty:
 - to publish information which shows how they are meeting their general duty (outlined above). This must be updated annually
 - to prepare and publish one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

14. 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:

- We provide extra pastoral support for listening to the views of pupils with SEN by working closely with Sotuhwark's Groundwork team
- We also run groups for children with SEMH including therapeutic writing run by the school's welfare officer (Natasha)

- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by using a strict behaviour policy and monitor incidents using both CPoms and Scholar Pack.

15. What support will be available for my child as they transition between

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide children with a transition booklet to use over the summer holidays

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. We also work closely with Southwark's SENDIP to help smooth transition between schools.

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

16. What support is in place for looked-after and previously looked-after children with SEN?

David Bucknall, our SENCO, will work to 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.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to either the SENCO or headteacher (Rebecca Benjamins) in the first instance. They will then be referred to the school's complaints policy, which can be found on the school's website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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
- 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.

18. What support is available for me and my family?

If you have 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 Southwark's local offer. Southwark publishes information about the local offer on their website: <https://localoffer.southwark.gov.uk/>

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

- [SIAS](#) (Southwark Information, Advice and Support) - impartial, confidential advice and support about special educational needs and disabilities.
- EHC Plan [annual review](#) advice
- [IPSEA](#) - Independent Provider of Special Education Advice
- [Rainbow Trust](#) - support for seriously ill children and their families in the family home and local community.
- [NDCS](#) - the National Deaf Children's Society offer information, advice and support to families with a deaf child.
- [The National Autistic Society](#) - support for autistic people and their families.

- **Scope** is a disability equality charity providing information and advice about a range of matters related to SEND (special educational needs and disabilities).
- **Shine** - providing specialist advice and support for spina bifida and hydrocephalus.
- **SIBS** - support for people who grow up with or have grown up with a disabled brother or sister.
- **Mencap** - information and advice about a range of matters related to SEND (special educational needs and disabilities). This includes a [Wills and Trusts service](#).
- **Afasic** - advice and Information Services for children and young people with speech, language and communication difficulties.
- **Family Fund** - supports families raising disabled and seriously ill children and young people.
- **CICS** is an independent, voluntary group run by parents whose children have cochlear implants to help others whose children already have implants and those who are considering cochlear implantation for their child.
- **The Stroke Association** offers a Childhood Stroke Support Service – providing information, advice, support and networking events to families affected by stroke in childhood.
- **Equality and Human Rights Commission** for expert information, advice and support on discrimination and human rights.
- **The Challenging Behaviour Foundation** focussed on the needs of people with severe learning disabilities whose behaviour challenges, and their families.
- **EASS** (Equality Advisory and Support Service) advises and assists individuals on issues relating to equality and human rights including disability discrimination.
- **National Sleep Helpline** is a nationwide helpline service which includes professionals who are specialists in supporting children and families with a SEND diagnosis.
- **Information on where to find further support**
- GENERAL SUPPORT
- **Southwark Local Offer:**
- For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website:
www.localoffer.southwark.gov.uk
-
- **Southwarks' Information Advice and Support (SIAS)** team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address:
- [Southwark Information Advice and Support Team \(SIAS\) - Southwark Council](#)
- You can email them at: sias@southwark.gov.uk or Tel: 0207 525 3104
-
- **AUTISM**

- National Autistic Society is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, pioneering services and run a number of campaigns to raise awareness.
- Website: <http://www.autism.org.uk/>
-
- **National Autistic Society Southwark Branch** offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.
- Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)
- Email: southwark@nas.org.uk
- Tel: 07747 768536
-
- **Resources for Autism** provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.
- Website: www.resourcesforautism.org.uk
- Email: admin@resourcesforautism.org.uk
- Tel: 020 8458 3259
-
- **ADHD**
- **ADDISS The National Attention Deficit Disorder Information and Support Service** provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.
- Website: <http://www.addiss.co.uk/about.htm>
- Tel: 020 8952 2800
-
- **The ADHD Foundation** supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661
-
- **ALL DISABILITIES**
- **Contact a Family** is a UK-wide charity providing advice, information and support to the Parents of all disabled children, no matter what their disability or health condition. They enable Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine

House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website: <http://www.cafamily.org.uk/> Helpline: 0808 808 3555

- Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF**, Email: southwark.office@cafamily.org.uk Tel: 020 7358 7799
-
- **KIDS:** Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers).
- KIDS London: 7-9 Elliott's Place, London N1 8HX
- Website: www.kids.org.uk
- Tel: 020 7359 3635
-
- **KIDS London SEND Mediation Service** is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator. Website: <http://www.kids.org.uk/Event/SEND-mediation-service> Telephone: 0207 359 3635
-
- **National Network of Parent Carer forums:** this is a Parent Carer's forum run by parents who have children with a disability.
- Website: <http://www.nnpcf.org.uk/>
- **Scope** is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.
- Website: <http://www.scope.org.uk/>
- Email: helpline@scope.org.uk
- Tel: (call free on: 0808 800 3333)
-
- **DYSLEXIA**
- **The Dyslexia – SPLD trust** is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.
- Website: <http://www.thedyslexia-spldtrust.org.uk>
- Email: info@thedyslexia-spldtrust.org.uk
- Tel: 01344 381564
-

- **Dyslexia Action** is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.
- Website: <http://www.dyslexiaaction.org.uk>
-
- **Calibre Audio Library** is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. The lend audio books to members aged 5+. There is a joining fee of £20 for young members.
- Website: <http://www.calibre.org.uk>
- Tel: 01296 432339
- Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ
-
-
- **DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)**
- Dyspraxia Foundation can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects the condition.
- Website: <http://www.dyspraxiafoundation.org.uk>
- Tel: 01462 454986
-
- **HEARING IMPAIRMENT**
- The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.
- Website: www.ndcs.org.uk
- Email: helpline@ndcs.org.uk
- Telephone: 0808 8008880
-
- **MENTAL HEALTH**
- Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers. Website: <http://www.youngminds.org.uk> Parent helpline: 0808 802 5544
-
- **SPEECH AND LANGUAGE**
- I can provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

- Website: <http://www.ican.org.uk/>
- Email: help@ican.org.uk
- Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.
-
- **VISUAL IMPAIRMENT**
- Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. Website: www.rlsb.org.uk
- Email: enquiries@rlsb.org.uk
- Telephone: 01732 592500

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

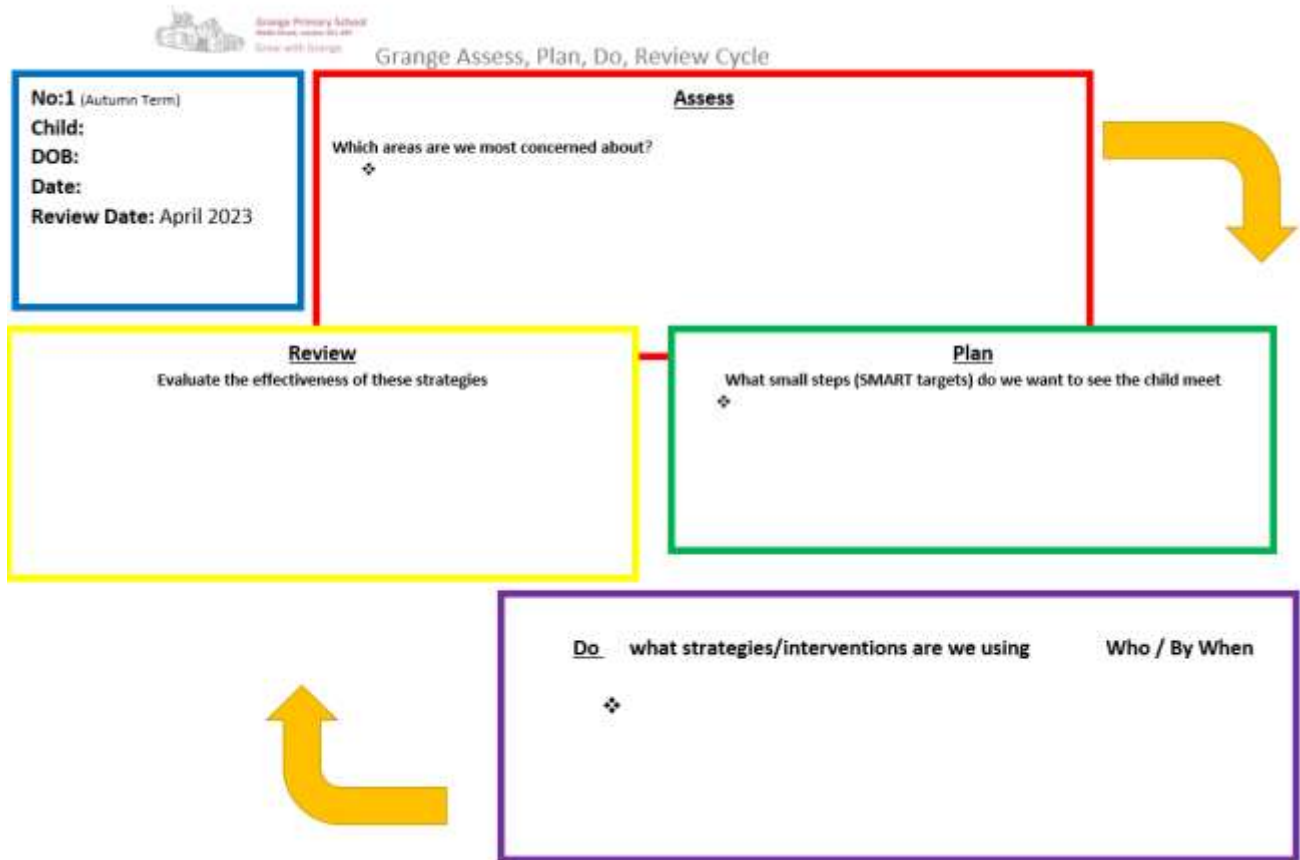
- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are 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** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care 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 SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides 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 which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1: Assess, Plan, Do, Review Cycle template



Appendix 2: Individual Provision Map for children with an EHCP template

Grange Primary School
Date: Name: dob: Class & Year:

Pupil Passport

What's important to me...
•
•
•



Pupil's photo goes here...

What people like and admire about me...
•
•
•

Likes and dislikes...
I like:
•
•
I dislike:
•
•

How best to support me...
•
•
•

• My parents/Carers say:

My SMART Targets 	How can I achieve these	 How can I be helped to achieve this in school? What can I do? What can my parents/carers do?		
		What/How will be offered? By whom? And how often?	RAG Review	Teacher comments on progress

Appendix 3: Internal Referral form



Grange Primary School
Webb Street, London SE1 4RP
Grow with Grange.

Internal Referral Form

Record of Concern/Monitoring Stage

Name of Pupil			
DoB			
Class		Year Group	
Date of Referral			

Please tick (or place an X) for each statement below

Area of Concern	No concern	Some concern	Significant concern
Reading			
Spelling			
Number concepts			
Presentation			
Organisation of thoughts			
Sequencing			
Following instructions			
Spatial skills			
Short-term auditory memory/visual memory			
Independent learning			
Working in groups			
Concentration and attention			
Confidence			
Verbal participation			
Self-esteem/Motivation			
Social communication			
Leaving seat or designated space			
Work refusal			
Respect towards adults			
Friendships/Respects towards peers			
Homework			
What have you already done to support this pupil?			

Now, please now tick the areas of concern below and write a brief description of your concern for the pupil.

	Cognition and Learning - General Learning Difficulties
	Cognition and Learning - Specific Learning Difficulties (including dyslexia)
	Communication and Interaction – including social communication
	Speech and Language Difficulties
	Emotional, Social and Mental Health
	Physical – gross and fine motor skills; visual; hearing