

# Grange Primary School



## **SEND Information Report The School Offer September 2024**

***Belong      Believe      Achieve***

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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.

### Intent

Grange believes that pupils with SEND, like all pupils, should know more, remember more & be able to do more. Our school's Mission Statement states the school's aim to provide every child with the best education. *This may look different for each pupil as we all think differently, we come at things in different ways; we have different strengths and weaknesses. That is what is so special about the Grange school family – we are all the same and equal, but different. We celebrate our diversity.*

At Grange we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties including Development Language Delay

<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Area of Difficulty	All pupils where appropriate <b><u>Wave 1 Universal</u></b>	Some pupils- additional support not met by wave 1 <b><u>Wave 2 Targeted</u></b>	A few pupils – additional support not met by wave 1 &2 <b><u>Wave 3 Intensive, Individual or specialist support</u></b>
<b>Cognition and Learning (C&amp;L)</b>	<p>*Quality First Teaching with adaptive teaching in every lesson</p> <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 &amp; success criterias, writing frames, word banks, key vocabulary, picture dictionaries, dictionaries, thesauruses and concrete resources in maths such as: 100 squares, numicon, number lines, diene cubes, word and phonics mats etc.</i></p> <p><i>*Creative curriculum with multi-sensory approaches to teaching and learning</i></p> <p><i>*Whole school handwriting scheme (Letter Join).</i></p> <p><i>*Peer and Self-Assessment</i></p> <p><i>* Use metacognitive questions to help child identify patterns and reflect on learning process</i></p> <p><i>*Give opportunities for repetition, retrieval, reinforcement and over-learning to support with working memory</i></p> <p><i>*Concrete, Pictorial and</i></p>	<p>*1:1 reading with TA or adult</p> <p>*Nessy – online literacy intervention programme (TA led)</p> <p>*Mathletics and Times Tables Rocks Stars maths intervention (TA led)</p> <p>*Booster classes (before or after school) in preparation for Y2 and Y6 SATs</p> <p>*Arithmetic sessions held weekly by class TA in KS2</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>*Increasing teaching adaption (personalised learning programme)</p> <p>*Access to specialised equipment (eg laptop for writing)</p> <p>*Access to dyslexia friendly books</p>	<p>Flexible and reduced timetables</p> <p>Individualised teaching adaptation</p> <p>1:1 or 1:2 and small group support from TA</p> <p>High level of support in class</p> <p>Task planners to list steps to complete</p> <p>*Dyslexia friendly coloured screens to assist with writing</p> <p>Advice / intervention from external agencies eg. Educational Psychologist and SALT</p> <p>Individual workstations for children to work at when needed</p>

	<p><i>Abstract manipulatives used throughout lessons</i></p> <p><i>*Use graphic organisers, mind mapping and writing frames</i></p> <p><i>* Effective marking delivering feedback, next steps and pupil response to marking</i></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 including Inprint word banks (visual wordbanks)</i></p> <p><i>*Visual timetables</i></p> <p><i>*Access to ICT</i></p>		
<p><b>Communication and Interaction (CL)</b></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 participation</i></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>*Whole school approach to phonics (Using Little WAndle)</i></p> <p><i>*Word mats to support the development of vocabulary</i></p> <p><i>*time to process information</i></p> <p><i>*Structured school and class</i></p>	<p><i>*Modified tasks to take account of further difficulties; further differentiation</i></p> <p><i>*Makaton to support communication through nonverbal techniques</i></p> <p><i>*Targeted speech and language programme e.g:</i></p> <ul style="list-style-type: none"> <li>• Therapeutic Writing</li> <li>• Speech Bubbles writing through drama</li> <li>• Lego Therapy</li> <li>• Attention Bucket (EYFS)</li> </ul> <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><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</i></p>	<p>Individual speech and language assessment and targets set and a part-time Speech and language therapist working at the school 1 day a week (Unlocking Language)</p> <p>Individual support from TA to achieve S&amp;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 language needs</p> <p>External specialist</p>

	<p><i>routines, reinforced by visual timetables in class.</i></p> <p><i>Preparation for routine change and transition times</i></p> <p><i>*Stem sentences to support answering questions</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 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><i>*Use of ICT to support development of vocabulary</i></p> <p><i>*Now and Next boards</i></p>	<p>help with communication</p>	<p>support and guidance e.g. Educational Psychologist, Speech and language therapist, Autism Support Team</p>
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<p><b>Social, Mental and Emotional Health (SEMH)</b></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>*PSHE 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 children's achievements – both in class and whole school. to raise self-esteem</i></p> <p><i>*Child protection systems and safeguarding</i></p> <p><i>*Lunchtime and playtime rules, routines and activities set up.</i></p> <p><i>*Quiet spaces e.g. library, quiet area of playground.</i></p> <p><i>*Children have roles and responsibilities e.g. school councillors, head girl &amp; boy. Eco-committee</i></p> <p><i>*Pupils given opportunities to give opinions and listened to e.g. pupil voice questionnaires</i></p> <p><i>*Well-trained staff who are aware of mental and emotional health including 2 staff members who are mental health first aid.</i></p>	<p>* Speech Bubbles for those children with difficulty speaking and SEMH issues in KS1</p> <p>*Therapeutic Writing for those in KS2 with SEMH where writing can take place in the form of drama</p> <p>* Zones of Regulation support through 1:1 mentoring with Wellbeing Officers</p> <p>*Access to resources such as fidget toys, Wobble cushions etc</p> <p>*Access to safe spaces e.g. the library</p> <p>*Access to emotional literacy support through an ELSA</p> <p>*TA led small groups as needed e.g.</p> <ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• Social Skills</li> </ul> <p>*Social stories</p> <p>*Transition Groups (Y6)</p> <p>*Behaviour chart &amp; targets with reporting daily to SLT</p> <p>*Access to Sensory Room to help regulate emotions in a safe space</p>	<p>Flexible and reduced timetables</p> <p>Individualised adaptive teaching</p> <p>Individual workstations for children to work at when needed</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 of zones of regulation supported by 1:1 TA throughout the day</p>
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<p><b>Sensory and/or Physical (SP)</b></p>	<p><i>*Flexible teaching arrangements –e.g. seating &amp; 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>*Modified tasks to consider difficulties; further differentiation</p> <p>*Access to the school's Sensory Room to discover and explore the child's sensors</p> <p>*Occupational Therapy resource pack</p> <p>*Medical support through school nurse, CPD training etc</p> <p>*Care plans / risk assessments</p> <p>*Sensory diet – activities built into a child's timetable e.g.</p> <ul style="list-style-type: none"> <li>• Additional fine motor skills activities and sessions</li> <li>• Sensory box use of equipment</li> <li>• Sensory circuits</li> <li>• Movement and brain breaks outside of the classroom (TA led)</li> </ul> <p>*Access to equipment eg. fidget toys, pencil grips, wobble cushion, overlays, ear defenders</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>
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## 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 has recently achieved the National Award in Special Educational Needs Co-ordination award (NASENCO) and is the school's trained Mental Health Need.

Although David covers some teacher's PPA and runs certain interventions, he is mainly based out of class to help manage the school's SEN provision and offer support and guidance where needed. He also completes regular audits of the school where he ensures that the school's non-negotiables (**Appendix D**) are being met consistently across the school's community.

David engages in the local offer by attending regular meetings with Southwark SEN Hub to help gain more experience and share ideas with local schools on how to support pupils with SEN.

### **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 and continuing in 2024, all staff received training from Groundwork team and The National College on supporting children with Autism and behaviour management.

### **Teaching assistants (TAs)**

We have a team of 21 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 boosters, 1-1 Reading, Spellings (using Nessy), Maths boosters, Social Groups and others.

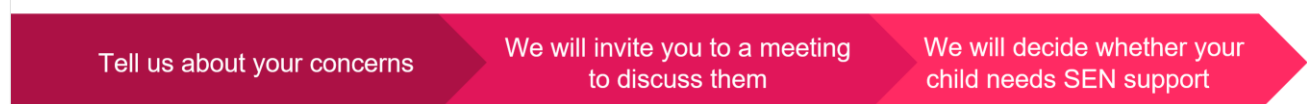
### **External agencies and experts**

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
- 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
- Southwark Autism Outreach Team

### 3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be done by arranging a meeting with your teacher or discussing at the termly parents evenings.

They will pass the message on to our SENCO (David Bucknall), who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email at [dbucknall@grange.southwark.sch.uk](mailto:dbucknall@grange.southwark.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

Your child will then be given an Assess, Plan, Do, Review cycle template (see appendixes below) which are monitored and updated termly.

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

All our class teachers are aware of SEN (having read the SEN Code of Practice 2017) 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 Appendix A**) and send to the SENCO, and the teacher will contact you to discuss the possibility that your child has SEN.

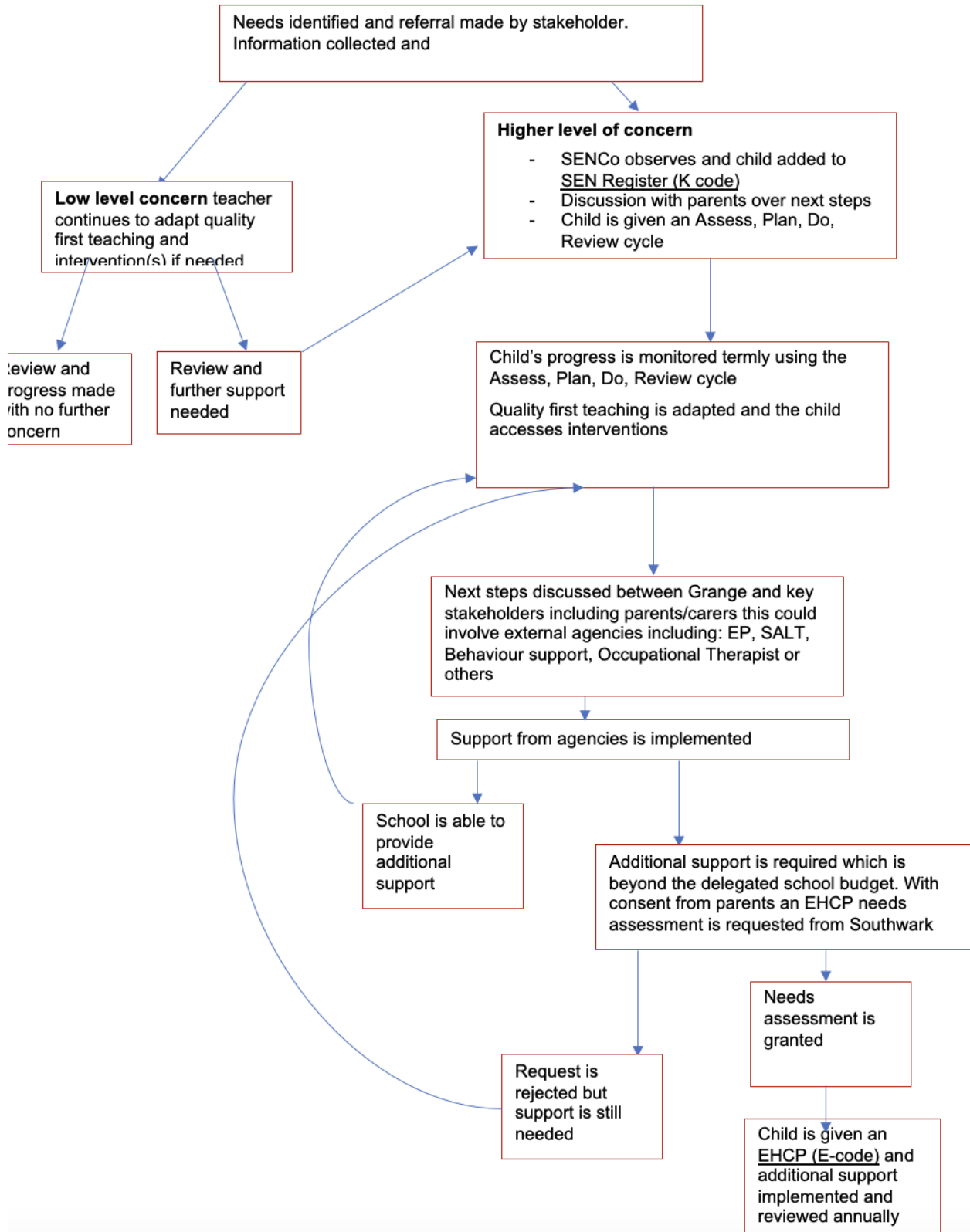
The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your 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.

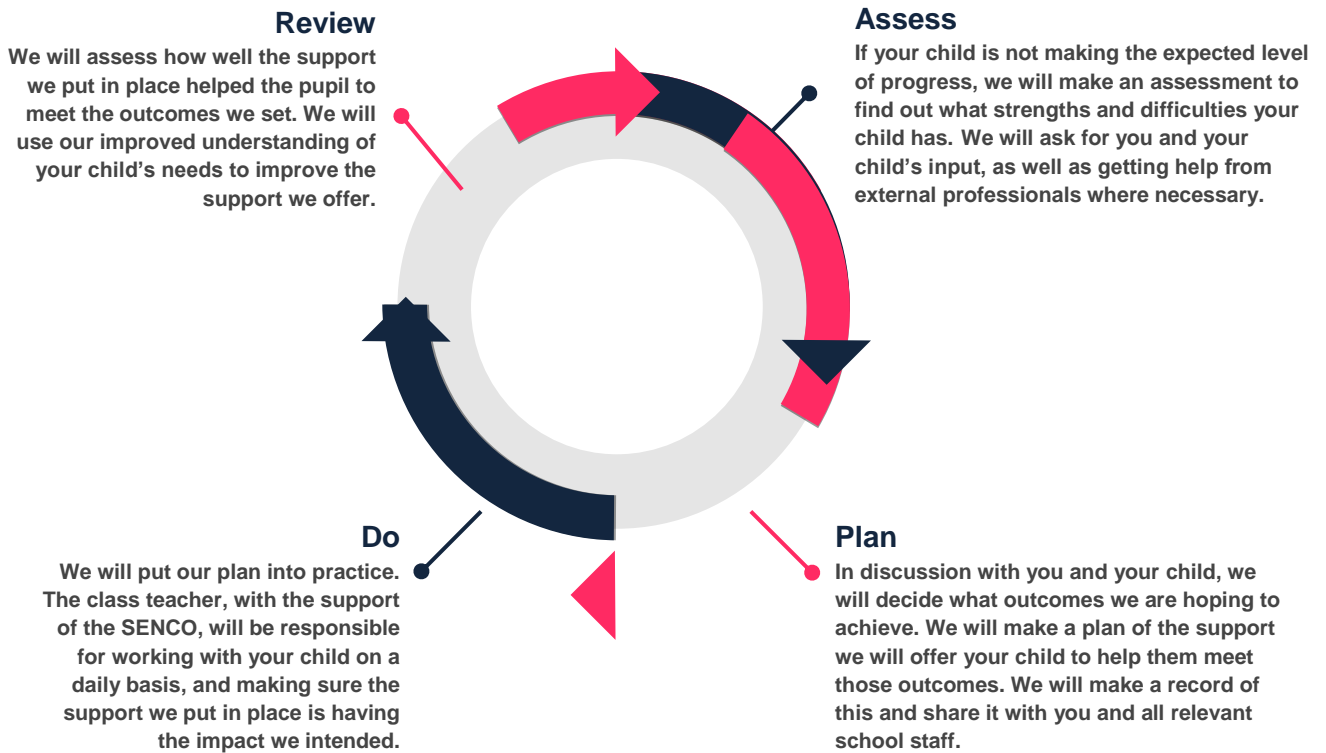
If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will share the Assess, Plan, Do, Review cycle (**see Appendix B**) with you. The following flow charts, illustrate the processes the school makes with regards to children with SEN:

## Identification of support for pupils with SEN at Grange



## 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?

Children on our SEN register, without receipt of an Educational Health Care Plan (EHCP) will be marked on our school census using a 'k' code. These children will have targets set by the class teacher, which will be reviewed termly using the school's Assess, Plan, Do and Review template (**see Appendix B**) We will provide you with an termly 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 2 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.

Children with more complex needs can be in receipt of an Educational Health Care Plan (EHCP). These children are marked on our school census with an 'E' code.

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. Using the child's EHCP, some short-term targets will be used and recorded using the school's pupil passport template (**see Appendix**



**C).** These targets (along with strategies to help support the child) will be reviewed on a termly basis.

### **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
- Answer some pre-prepared questions about their learning
- Complete a pupil passport form expressing their views on their learning
- 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:

- Adapting 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
- Lego Therapy
- Sensory interventions including sensory circuits
- Speech and Language Therapy
- Play Therapy using a play therapist

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<p><b>Communication and interaction</b></p>	<p>Autism spectrum disorder</p>	<p>Visual timetables Now and Next boards Social stories Visual cues- visual lanyard</p>
	<p>Speech and language difficulties</p>	<p>Speech and language therapy Colourful Semantics Makaton ASD groups using Groundwork</p>
<p><b>Cognition and learning</b></p>	<p>Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia</p>	<p>Pencil grip Coloured overlay Spelling intervention Pre/post teaching Small group work</p>

	Moderate learning difficulties	Visual wordbanks Colourful Semantics Group work
	Severe learning difficulties	Visual wordbanks Colourful Semantics Group work
<b>Social, emotional and mental health</b>	ADHD, ADD	Ear Defenders Wobble Cushions Fidget toys Workstation Social stories Reward charts
	Adverse childhood experiences and/or mental health issues	Groups like Therapeutic writing and Speech bubbles
<b>Sensory and/or physical</b>	Hearing impairment	Adapted as needed
	Visual impairment	IWB Visual word banks Larger text
	Multi-sensory impairment	Use of Sensory Room Wobble Cushion/Ear Defenders
	Physical impairment	Disabled toilet Stair climber

These interventions are part of our contribution to Southwark'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 different banding, which is given to the school to help meet the interventions laid out within the plan.

## **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. Further, we work closely with Southwark PE team who provide expertise training to our staff by leading SEN Sports sessions with some of our learners for 6 weeks throughout the school year.

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 or 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](#).
- [Afacic](#) - 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](http://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](http://www.southwark.gov.uk/southwark-information-advice-and-support-team)
- You can email them at: [sias@southwark.gov.uk](mailto: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](mailto: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](http://www.resourcesforautism.org.uk)
- Email: [admin@resourcesforautism.org.uk](mailto: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](mailto: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](http://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.nnpccf.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](mailto: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](mailto: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. They 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
- 
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- **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](http://www.ndcs.org.uk)
- Email: [helpline@ndcs.org.uk](mailto: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](mailto: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](http://www.rlsb.org.uk)
- Email: [enquiries@rlsb.org.uk](mailto: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

### Glossary of Terms

Term	Definition
<b>Adaptive Teaching</b>	Our teachers are trained and dedicated professionals who are passionate about supporting the needs of the children within their class. Our staff provide Quality First Teaching and all staff receive regular training to help support them in meeting these needs. It is the expectation that they will adapt their teaching to meet the needs of the pupils within their class.
<b>Attention Deficit Disorder (ADHD)</b>	A neurological condition which affects a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks.
<b>Autism Spectrum Disorder (ASD)</b>	Pupils find it difficult to: understand and use non-verbal and verbal communication; understand social behaviour, which affects their ability to interact with children and adults; think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. The autism spectrum covers the ability range.
<b>Children and Adolescent Mental Health Service (CAMHS)</b>	CAMHS is an NHS-led service that assesses and treats children and young people with emotional, behavioural or mental health difficulties. Please see Southwark's local offer
<b>2015 Code of Practice</b>	<p>Link to this can be found on the school's SEN page. The code of practice identifies 4 areas of need for pupils:</p> <ul style="list-style-type: none"> <li>- <b>Cognition and learning</b></li> <li>- <b>Speech and Language</b></li> <li>- <b>Social and Emotional</b></li> <li>- <b>Sensory and physical</b></li> </ul> <p>The Code of Practice also advises that school's ensure that they use the <b>graduated approach</b> within their SEN provision using:</p> <ul style="list-style-type: none"> <li>-Assess</li> <li>-Plan</li> <li>-Do</li> <li>-Review</li> </ul>
<b>Cognition and Learning</b>	Cognition refers to the mental steps used to learn a process or 'make sense of' information. Cognition and learning needs may impact on specific areas of the curriculum, for example, difficulties with reading, writing, spelling or processing, remembering and sequencing information
<b>Dyslexia</b>	Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering

	sequences of words.
<b>Dyscalculia</b>	Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
<b>Dyspraxia</b>	Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc).
<b>Early Years Foundation Stage (EYFS)</b>	The EYFS sets the standards for learning and development from birth to 5 years old. Many children attend an early education setting soon after their third birthday. The EYFS Statutory Framework outlines the milestones and curriculum goals for children in educational settings up until the end of their reception year.
<b>Education Health and Care Plan (EHCP)</b>	A legal document provided by the local authority which describes the educational needs of a child requiring a high level of support than is ordinarily available through a school's usual resource. It sets out eh needs that a child or young person has and the help they will be given to meet the needs. An EHCP is only issued to those pupils with high complex needs and an application has been approved by the council. An EHCP is reviewed yearly with all key stakeholders in what is called an <b>Annual Review</b> . If situations change, an early Annual Review can be requested.
<b>Educational Psychologist (EP)</b>	Educational psychologists are professionals who can come to school to support the school in meeting the needs of children. They will work with the child and their family and then produce a report on how to support the child. As a school we are only provided with a few educational psychologist appointments per year so it is vital we plan these affectively.
<b>Fine Motor Skills</b>	Actions using the body which are small in task such as picking up a pencil.
<b>Gross Motor Skills</b>	Larger body movements such as kicking a ball, swimming or doing PE.
<b>Intervention</b>	Specific and targeted strategies or sessions tailored to address the learning needs of the pupil(s)
<b>Key Stage(s)</b>	A key stage is a stage of education. They are separated in age as follows:  <ul style="list-style-type: none"> <li>•Key Stage 1: 5-7 years old (school years 1 and 2)</li> <li>• Key Stage 2: 7-11 years old (school years 3 – 6)</li> </ul>

	<ul style="list-style-type: none"> <li>• Key Stage 3: 11 - 14 years old (school years 7 – 9)</li> <li>• Key Stage 4: 14 - 16 years old (school years 10 – 11)</li> <li>• Key Stage 5: 16 - 18 years old (school years 12 – 13)</li> </ul>
<b>Local Authority (LA)</b>	Southwark is the school's local authority who oversee the school's work and procedures. The Local authority outlines how it can support through it's <b>local offer</b> .
<b>Looked After Children (CLA)</b>	Children who are provided with care and accommodation by the local authority services
<b>Makaton</b>	Makaton is a language programme designed to provide a means of communication. It uses symbols, signs and speech.
<b>Moderate Learning Difficulties (MLD)</b>	Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.
<b>Occupational Therapy/ist (OT)</b>	A specialist professional who can provide the school with advice on how to support a child's development with regards to their fine and gross motor skills.
<b>Parental/Pupil/School Voice</b>	An opportunity for the key stakeholder to say how they are feeling and what is working and not working in their opinion.
<b>Provision Map</b>	Where the school outlines the support, it is offering the children with SEN. Using a provision map helps demonstrate how the school is using the graduated approach within its' practice. This is a working document updated regularly.
<b>Pupil Premium</b>	Maintained schools in England get extra funding from the government to help improve the attainment of disadvantaged pupils. Schools receive pupil premium funding based on the number of pupils they have who receive free school meals and/or are Looked After Children.
<b>Pupil Progress Meetings</b>	Pupil Progress Meetings are held regularly (usually termly) between members of the Senior Leadership Team and class teachers. In these meetings, staff look at the progress children are making in their learning and consider what additional support may help them to thrive in school.
<b>Reasonable adjustments</b>	Are the changes that a school can make to help support the pupils within the school.
<b>SEN Register</b>	A document where all the children with SEN are listed and their needs are detailed. This is a working document and is updated regularly.
<b>Social Emotional and Mental Health</b>	Refers to a range of different needs that children may have at any given time, linked to their social and emotional wellbeing.
<b>Special Educational Needs Coordinator (SENCO)</b>	The person who oversees the SEN children at the school by ensuring that teaching is adapted and that communication is transparent between all key stakeholders at the school.
<b>Specific Learning Difficulty</b>	"A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of



<b>(SpLD)</b>	learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling)
<b>Senior Leadership Team (SLT)</b>	The management team of the school. This consists of the headteacher, the deputy head, the assistant head(s), the business manager and the SENCo.
<b>Sensory and physical needs</b>	Children and young people may require special educational provision because they have a disability or sensory sensitivity, which prevents or hinders them from making use of the educational facilities generally provided.
<b>Speech and Language Therapist (SaLT)</b>	Speech and language therapy provides assessment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing. The SaLT may work directly with children or act in an advisory role to staff and parents.
<b>Speech and Language Needs</b>	Children and young people may have a range of difficulties with speech and language. For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. Other students may have difficulties on the receptive side – in understanding language, or with vocabulary. Others may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.
<b>Special Educational Provision</b>	Special education is any educational or training provision, which is extra to or different from what is needed by other children or young people the same age. This covers many different things including communicating through sign language, having worksheets in a larger font, needing one-to-one or small group support.
<b>Stakeholders</b>	These are the key people connected to the child in supporting the child to achieve. They include: <ul style="list-style-type: none"> <li>- The child</li> <li>- The parent/carer</li> <li>- The school (teachers, SLT, SENCo)</li> <li>- External agencies which could be involved</li> </ul>



## Appendix A: Internal Referral form



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

# Internal Referral Form

## Record of Concern/Monitoring Stage

<b>Name of Pupil</b>			
<b>DoB</b>			
<b>Class</b>		<b>Year Group</b>	
<b>Date of Referral</b>			



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			
<b>What have you already done to support this pupil?</b>			

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

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

## Appendix B: Assess, Plan, Do, Review Cycle template

 Grange Primary School Walk Street, London SE1 8AP Grow with Grange		<h1>Individual Support Plan- K Code</h1>		
<b>Child's Name:</b> Click or tap here to enter text.	<b>Date of Birth:</b> Click or tap here to enter text.	<b>Date Plan Started:</b> Click or tap here to enter text.		



### Baseline Assessment

<b>Child/Young Person's Voice</b> Click or tap here to enter text.		<b>Parent/Carer's Voice</b> Click or tap here to enter text.		<b>Any diagnoses</b> Choose an item. Choose an item. Choose an item.	
<b>Cognition and Learning</b>			<b>Communication and Interaction</b>		
<b>Strengths</b> Click or tap here to enter text.	<b>Needs</b> Click or tap here to enter text.	<b>Strengths</b> Click or tap here to enter text.	<b>Needs</b> Click or tap here to enter text.	<b>Strengths</b> Click or tap here to enter text.	<b>Needs</b> Click or tap here to enter text.
<b>Social, Emotional and Mental Health</b>			<b>Physical and Sensory Needs</b>		
<b>Strengths</b> Click or tap here to enter text.	<b>Needs</b> Click or tap here to enter text.	<b>Strengths</b> Click or tap here to enter text.	<b>Needs</b> Click or tap here to enter text.	<b>Strengths</b> Click or tap here to enter text.	<b>Needs</b> Click or tap here to enter text.

<h3>Cycles of Support</h3>			
<b>Assess:</b> the need (and current attainment if appropriate)	<b>Plan:</b> SMART target	<b>Do:</b> How will this be achieved?	<b>Review</b>
Example: Writing – Y3D (two years below ARE)	X will be able to use accurate punctuation in her writing, including direct speech, with less than 4 errors per A4 page.	TA support in all English lessons, daily, 1 hour, 1:3 Precision teaching with TA, daily, 10 minutes, 1:1	Choose an item.
<b>Cognition and Learning</b> Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
<b>Speech and Language</b> Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
<b>Social, Emotional and Mental Health</b> Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
<b>Sensory and Physical</b> Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Area of Concern – Click here to enter text Assess the need	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.

<h3>TAC meeting</h3>	<b>Date</b> Click or tap here to enter text.	<b>Attendees:</b> Click or tap here to enter text.
<b>Progress</b>		
<b>Areas for development (including any new specialist advice)</b>		

## Appendix C: Individual Provision Map for children with an EHCP template

 Grange Primary School Grow with Grange.		<b>Individual Support Plan - EHCP</b>		
Child's Name and year group: Click or tap here to enter text.	Date of Birth: Click or tap here to enter text.	Date of EHCP/last review: Click or tap here to enter text.		

What's important to me...

-

Likes and dislikes...

**I like:**

- 

**I dislike:**

-

How best to support me...

-

What people like and admire about me...

• **My parents/Carers** say:

<b>Cycles of Support</b>			
Long Term Target from EHCP	SMART target	How will this be achieved?	Outcome
Example: X will make progress in her literacy in both her actual ability and in developing strategies to access the curriculum despite her literacy needs.	X will be able to use accurate punctuation in her writing, including direct speech, with less than 4 errors per A4 page.	TA support in all English lessons, daily; 1 hour; 1:3 Precision teaching with TA, daily; 10 minutes; 1:1	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.
Click or tap here to enter text.	SMART target	Name of intervention, frequency, length, run by whom	Choose an item.

<b>Any diagnoses</b> Choose an item. Choose an item. Choose an item.			
<b>Cognition and Learning</b>		<b>Communication and Interaction</b>	
Strengths	Needs	Strengths	Needs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<b>Social, Emotional and Mental Health</b>		<b>Physical and Sensory Needs</b>	
Strengths	Needs	Strengths	Needs
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<b>TAC meeting</b>	Date	Attendees:
Click or tap here to enter text.		
<b>Progress</b>		
Areas for development (including any new specialist advice)		

## Appendix D: School's non-negotiables



### SEN Non-Negotiable Check List

#### Provision

- ⇒ All staff will read key documents (including school policy) and be familiar with the statutory requirements for supporting SEN children
- ⇒ EHCP children and SEN support children will work with all staff throughout the week and be encouraged to work independently. When supporting children, we use the learning journey model
- ⇒ Teachers must maintain a **class SEN folder**, Class TAs an **intervention folder** and SEN TAs an **EHCP folder**
- ⇒ EHCP children will have an **EHCP Assess, Plan, Do, Review (APDR) form** which will be reviewed regularly and updated termly by the class teacher and TA. These children will also have visible targets. This will be shared with stakeholders. These will be kept in the TA EHCP folder
- ⇒ **SEN support children** will have an **SEN Support APDR form** which will be reviewed termly by the class teacher and shared with stakeholders. These will be kept in the class SEN folder
- ⇒ Staff can use the school's **Waves of Support** document for suggestions on how to support children within their provision. Teachers are encouraged to use this document to **adapt** their teaching and ensure they consistently use **quality first teaching** for all their pupils.
- ⇒ Staff must provide children with regular feedback to pupils on their progress
- ⇒ Class Teachers will **timetable interventions** for children in their class by referring to and updating the **school's provision map**. Class teachers will make at least termly assessments of all pupils (including those with SEN) in their class

#### Resources

- ⇒ All staff will wear the **uniform visual lanyards** to support our children
- ⇒ All classes must have a **visual timetable** updated daily and use of **visual word banks** in every lesson
- ⇒ Class staff are responsible for using other resources such as: **Now and Next boards**, **Communication boards** and others (these can be found on the shared drive). Resources like **ear defenders**, **wobble cushions** and **fidget toys** can be found in the SENCo's office.
- ⇒ Staff are responsible for ensuring that the **Sensory Room** is left tidy and turned off after use.
- ⇒ The SENCo will work with **external agencies** and share reports with stakeholders
- ⇒ Staff should ensure they adapt their communication to support all learners. Staff are encouraged to **break down instructions**, **simplify language**, **use visuals** and **Makaton** to support

#### Behaviour

- ⇒ **Individual behaviour charts/reward systems** must be used consistently throughout the school
- ⇒ Some children will have an **individual behaviour plan**, staff should use strategies within this and adapt it when necessary. Certain pupils behaviours will be monitored using **ABC charts** and/or the **emotional monitoring form** which will be completed by school staff and reviewed by the SENCo.
- ⇒ Some identified pupils will benefit from being provided with **social stories**, **Zones of Regulation**, **movement breaks**, **sensory circuits**, **comic strip conversations**, **fidget toys** and **access to the sensory room**. All of these must be used consistently and with high expectations

