

The Grange CP School

The Special Educational Needs and Disability (SEND) Information Annual Report

July 2022



Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

The Grange is a community primary school for 4- to 11-year-olds in Banbury, Oxfordshire. We offer a creative, fun and dynamic curriculum that recognises and values each child as a unique individual. We fully believe that children thrive best in an environment where they are stimulated to think for themselves, and excited by the challenges that are presented to them, in a safe, collaborative manner. We work hard

to provide an environment, in and out of school, in which children can fulfill their potential as learners and as people, helping our children to develop confidence and self-esteem and a love of lifelong learning. At The Grange we offer a wide variety of after school clubs and activities including football, cross country, art and Design, ball games, choir, ball games, gymnastics, gardening, dance, computing, cooking, board games, drama, SAT booster, phonics play, rounders, books and biscuits, forest schools, netball, cricket, karate, Ultimate Frisbee and tennis. Please see the Pupils' tabs on our website for more details.

The Grange Community Primary School is committed to providing an appropriate and high-quality education to all children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced educational and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

In Evaluating Educational Inclusion, OFSTED describes inclusion in the following statement: *“Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school”*.

An **educationally inclusive school** is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

The Grange CP School is committed to inclusion. We aim to set suitable learning challenges, responding to our pupils' diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of pupils.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys.
- Minority ethnic groups.
- Learners who need support to learn English as an additional language (EAL).
- Learners with special educational needs and/or disabilities.
- Those who are gifted and talented pupils.
- Those who are looked after by the local authority.
- Those who have medical conditions.
- Disadvantaged or vulnerable pupils.
- Any learners who are at risk of disaffection and exclusion.
- Early Readers.

At The Grange we aim to meet the needs of all children including those with Special Educational Needs and Disabilities (SEND). This policy is based on the definition of special educational needs as stated in the New SEN Code of Practice 2013.

“Children have Special Educational Needs if they have a *learning difficulty* that calls for special

educational provision to be made for them."

Children have a learning difficulty if they:

- "Have a significantly greater difficulty in learning than the majority of the children the same age"
- "Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in school."

We will ensure that all pupils with SEND, whether physical, intellectual, social, emotional or behavioural receive appropriate, differential educational support. As with any aspect of our school curriculum, any support that our pupils receive will encompass and provide an opportunity to succeed within the five outcomes of 'Every Child Matters' (DfES 2004):

- Stay safe
- Be healthy
- Enjoy and achieve
- Achieve economic wellbeing
- Make a positive contribution

At any point in their school life a child may have Special Educational Needs. A child may only require slight changes in some of their educational provision. However, occasionally more intervention and support will be required to allow the child to reach their full potential.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our Aims

At The Grange we believe that all children have the right to reach their full potential. We strive to be an inclusive school for all our pupils. We also believe that a happy and confident child is a better learner. We aim to promote positive learning for our children with SEND through:

- High quality first teaching which uses a range of teaching and learning strategies.
- Providing a broad and balanced curriculum.
- Identifying and addressing individual needs as quickly as possible.
- Ensuring all children feel a valued part of the school community.
- Providing a safe, supportive, inclusive learning environment.
- Setting appropriately challenging targets.
- Communicating children's needs appropriately throughout the school.
- Working together with parents/carers to support children throughout their development.
- Making effective use of all support services available to us.
- Implementing strategies to overcome barriers to learning and participation.

In order:

- To ensure that all SEND students' safety and wellbeing is kept to the fore. Our Child Protection and Safeguarding Policy highlights the need to protect and safeguard SEND students who are, statistically, more vulnerable than their non-SEND peers.
- To ensure that all students make at least expected progress in learning.
- To ensure that all students with SEND have their needs identified in order to support academic

progression and continued well-being.

- To ensure all students can access a balanced curriculum, differentiated and personalised where appropriate.
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources thereby removing barriers to learning.
- To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinator's (SENCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them in addition to what is provided by the classroom teacher.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Roles And Responsibilities

The Inclusion Leader is responsible for the operational management of the resourcing for special needs provision, to successfully support children with SEND and raise their level of achievement. In particular, the Inclusion Leader is responsible for:

- The day-to-day operation of the SEND/Inclusion Policy.
- The strategic development of the SEND/Inclusion policy and provision.
- Coordinating interventions and monitoring pupil progress of all groups within the school.
- Carrying out in-school assessments and observations in order to monitor progress and inclusion, and to oversee interventions for children with special educational needs.
- Keeping up to date with any changes in legislation and communicating this to staff, governors and

parents.

- Ensuring that appropriate Provision Maps are in place.
- Overseeing the records of all children with special educational needs.
- Organising the annual reviews of children with EHC plans.
- Act as the link with parents.
- Act as the link with external agencies, cluster groups and other support agencies.
- Monitor, support and advise colleagues whilst contributing to their professional development.
- Monitor and evaluate the special educational needs provision, and report to the governing body.
- Manage teaching assistants and learning support assistants in their support of the pupils.
- Compile and maintain the SEND register.
- Manage resources to support pupils in their additional provision.
- Purchasing new resources within the SEND/EAL budget.
- Coordinating support and provision for children with English as an additional language

All Staff

Although the Inclusion Leader has specific duties, we believe that the provision for children with SEND is a whole school responsibility and so the Class Teachers and Teaching Assistants also play a major role.

All class teachers at The Grange recognise their responsibilities to provide effective inclusive learning opportunities and are responsible for:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- The progress and development of every pupil in their class.
- Working closely with any Teaching Assistants or Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

Appropriate and measurable targets are set for all children and performance data is carefully used to support judgement of pupil progress. (See *Teaching and Learning* and *Assessment* policies). It is within this whole-school context of teaching and learning that class teachers are largely responsible for the initial identification of children who may have special educational needs. They work closely with the Inclusion Leader to implement a graduated response to support children whose progress causes concern, and to produce appropriate Provision Maps with liaison with the Inclusion Leader.

The Governors in cooperation with the Head teacher

- Have regard to the New SEN Code of Practice when carrying out their duties towards all pupils with SEND.
- Are responsible for determining the general policy and the approach to provision so the needs of the children with SEND are met.
- Establish appropriate staffing and funding arrangements.
- Nominate a Governor with responsibility for SEND.

The Governor with SEND responsibility at The Grange is:

- **Sarah Preston**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Assistant Principal and SENCO to determine the strategic development of the SEND policy and provision in the school.

Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Admission and Transition

The Grange caters for the full ability range. Special Educational need is not a factor in the selection of children. The Local Education Authority can place a child with an Education Health Care Plan (EHCP) in the school if they feel this would be an appropriate placement.

A copy of the Policy and criteria for admission to The Grange CP School can be obtained from the school website

- The admission arrangements of all students – including students with SEND - are in accordance with national legislation. A copy of our admission arrangements may be found on the school website.
- In order to ensure that students are well supported at The Grange, the following arrangements take place:
- All new intake FS students are visited by our Foundation Stage Lead and in-year transfer students are visited in setting by CAFO and or SENDCo.
- Meetings are held with the class teacher and school SENCO to ascertain progress and need.
- Extended transition is offered to those students who would benefit from more extensive arrangements. This is to ensure that students are less anxious when they begin in September.
- All appropriate secondary school staff are fully informed of the new intake in preparation for September.
- For those students with an Education, Health and Care Plans the SENCO will attend the final Annual Review.

In the event of a mid-year admission, and where appropriate, the SENCO will seek advice and guidance as to potential barriers to learning or additional needs. The SENCO will ensure that the full information has been gathered from the previous school, that information has been communicated to teachers and that support is put into place from the outset.

The Special Educational Needs that are provided for at The Grange

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

The number of students at The Grange with special educational needs is above the national average. (Percentage of pupils with SEN support (all schools) 12.6% and 4% are EHCP/Statements)

	Number of SEND pupils (K)	Number EHCP (E)	Total % SEND pupils
Foundation Stage	4	-	10%
Year 1	4	-	9%
Year 2	9	2	24%
Year 3	8	1	11%
Year 4	7	1	21%
Year 5	5	3	16%
Year 6	10	1	22%

Total number of pupils on the SEN register = 55

Percentage of whole school = 18%

To ensure that all students – including those with SEND - receive the appropriate provision, The Grange employs a differentiated approach. This is to support those who require additional intervention of any kind. This intervention may be for a range of different reasons, including academic intervention, behavioural support or student well-being.

Students are categorised into three different waves. A description of each stage is as follows:

Identifying pupils with Special Educational Needs and assessing their needs

The SENCO and class teachers make good use of baseline data to inform planning for all students including those with SEND. Teacher assessment and national assessment results are used to establish areas of need and intervention.

As students progress through the school, good use is made of the HelloData and Integris reporting systems to monitor students at all levels. Progress meetings with key school personnel after each interim are used to identify areas of need that appropriate interventions are implemented.

A variety of factors are considered when identifying and assessing students with Special Educational Needs. In addition to the above, the following forms of identification may be taken into account:

- Close liaison with parents on transition into The Grange
- Effective use of progress data
- Reading tests of all students
- Liaison with class teachers and Teaching Assistants
- Liaison with outside agencies
- Year 6 Access Arrangements.
- Class teacher's observation and monitoring.
- An expression of concern e.g. from parents, health authority, teachers.
- Records from previous schools or early years settings.
- Outcomes from Foundation Profile assessments.
- Slow progress against National Curriculum Levels/Expected progress.
- Standardised screening or assessment tools.

This will ensure that provision can be made promptly to implement correct intervention and support strategies. A register of children with SEND will be kept and updated termly by the Inclusion Leader. Support from outside agencies will be sought as early as possible if required. Once identified children will be given support depending on their need. This will be based upon the SEN Code of Practice Stages.

Provision for students with Special Educational Needs

As mentioned previously, the first form of support for all students – including those students with SEND – is high quality teaching. Continual Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. This is linked clearly to lesson observations and Performance Management.

In addition to the above, the following provision is offered where appropriate:

- In class Learning Support Assistant support for identified students
- Programmes of study from specialist outside agencies
- Alternative methods of recording
- Break and lunchtime support for vulnerable students
- Children and Families Officer
- ELSA
- Educational Psychologist
- SENSS Communication and Interaction Team
- Behaviour Support
- CAMHS – Child and Adolescent Mental Health Service
- Mental Health Service
- Occupational Therapy Service
- Physical and Sensory Support Service
- Speech and Language Therapy Service
- SATs Access Arrangements

The above list is not exhaustive and may not be offered to all students with special educational needs. Provision is offered as a result of identification and monitoring.

Consulting and involving pupils and parents

The Grange is committed to working in partnership with students and parents. We believe in a Pupil Centered Approach and are committed to ensuring the needs of the student is at the heart of what we do. Parental involvement is encouraged at all stages of school-based assessment and parents are invited to attend reviews at all stages. Parents who have concerns about a child may contact the child's class teacher or SENDCo to discuss these.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason.

Parents are already involved in the home/school reading program.

Parents will be informed of their child's progress through the following means:

- Annual Review meetings for identified students (Education, Health and Care Plans).
- Team around the Family style meetings with identified students.
- One to one discussion with SENCO, classroom teachers, and Teaching and Learning Support Assistants.
- Telephone, Team, and email consultations.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.

- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

Every year group have a program of 3 assessments points a year. These document student progress and attainment. EHCP students and SEND Support students have termly reviews of provision following the graduated approach and the four- part cycle of 'Assess, Plan, Do, Review'.

Additionally, the SENCO aims to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessments.
- Their previous progress and attainment or behaviour.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a team of teaching assistants who support on a 1:1 basis. Additionally, our LSA team support pupils with 'caring' needs whenever possible.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists team.
- Speech and language therapists.
- Occupational therapist.
- Specialist teachers in Autism.
- Specialist teacher in Hearing.
- Specialist teacher in Sight.
- Inclusion consultant
- SEND Officer

- Virtual Schools
- Play therapists
- Stammer team Early years SEND Team
- Medical professions e.g. school nurse, Oxford health
- Physiotherapist
- Social Worker
- Children's Community Nursing Team
- Community Paediatrics
- CAFO
- P.E Specialist
- Let's Play
- Nurture provision
- SENSS (Communication and Interactions)
- Point5
- Disability Team
- One eighty
- Mental health Support Team
- CAHMS
- Forest Schools
- Dyslexia assessment team

Expertise and training of staff

- The SENCO has the National award for SEN coordination.
- Anaphylaxis Training
- Anti Bullying
- COVID 19 in Education
- ECT SEND session 3
- Level 2 Child abuse and neglect
- Level 3 Advanced Designated Safeguarding Lead
- Neglect Training
- Peer on Peer abuse
- Prevent Training
- Preventing Radicalisation
- Safeguarding Lead Training
- Think Family Training
- Understanding Child Exploitation
- Advanced Designated Safeguarding lead
- COVID 19 in Education
- Designated Safeguarding Lead
- Equality & Diversity Awareness
- Assessment Good Practice Network (North)
- End of KS1 Writing Assessment and Moderation: cross school moderation including SEND
- End of KS2 Writing Assessment and Moderation: cross school moderation including SEND
- Effective Behaviour Management
- First Aid
- Buckle Training (epilepsy)
- Sp & Language training
- SEND Banbury Partnership
- OCC SEND training / updates

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets after each interim / data drop.
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Lesson Observations / Learning Walks
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not 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 trips and visits
- All pupils are encouraged to take part in PE including sports day.
- Interventions to support learning daily (1;1 and small groups)
- School plays/special workshops support children's needs
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- We have ramp access in all main doors into school and a lift.
- Adaptations made to learning spaces to cater for needs of children e.g. doorways, writing wedges, hearing devices.
- Additional meetings with parents / carers to ensure all needs are being met in the most appropriate way
- Additional transition meetings / sessions put in place at end and start of the school year.

Support for improving emotional and social development

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

- All students including those with SEND have access to their class teacher, SENCO, Children and Family Officer, SEN Student Mentor, ELSA support, DHT and HT.
- Pupils with SEND have the opportunity to apply for all school, councils and ambassador roles.
- The Grange invests in the following outside agencies to come into school such as Occupational therapists, speech and language specialists and SEND educational psychologist as well as many others

Working with other agencies

As a school we will always do our best to cater for the needs of each and every individual. That can often require the involvement of outside agencies. When this is the case we will ensure that we play a full role in either leading or contributing to pieces of work on individuals to ensuring the best outcomes.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. Following this any further correspondence can then be directed to the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents of pupils with SEND

SENDIASS - www.sendiass.org.uk and [SENDIASS Oxfordshire | Information, advice & support in Oxfordshire \(sendiass-oxfordshire.org.uk\)](http://SENDIASS Oxfordshire | Information, advice & support in Oxfordshire (sendiass-oxfordshire.org.uk))

Oxfordshire SENDIASS provides information advice and support which is accurate and confidential in ways that is accessible for young people and parents. They aim to promote independence and self-advocacy to enable parents to participate in making informed decisions

Ways to get in touch:

- By email: sendiass@oxfordshire.gov.uk
- By text: 07786 524294
- Advice line: 01865 810516 (if we are on the phone leave name, number and a good time for us to call back)
- Check the website: <https://sendiass-oxfordshire.org.uk/> - there may be some information that can help you in the meantime

Monthly Drop-In Session

If you would like to book a telephone appointment (for half an hour) on one of the Drop-in Sessions, between 10-11.30 a.m., please email info@sendiass-oxfordshire.org.uk to arrange this.

Contact details for raising concerns

Amelia Bramall – senco.2058@grange.oxon.sch.uk

B Boswell Headteacher office.2058@grange.oxon.sch.uk

School: 01295 257861

The local authority local offer

[Introduction to SEND and Oxfordshire's action plan | Oxfordshire County Council](#)

Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions.