

Special Educational Needs and Disabilities (SEND)

School Information Report
for parents/carers

Last updated September 2024



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What are our values and aims?

At The Grange Primary School, we believe that every child is unique and should be valued as an individual. Some of our children may need additional support to access school life and there are a number of ways that we achieve this. Please see our SEND Policy for further information.

[Policies | The Grange CP School](#)

What are our principles of inclusion?

The Grange follows principals taken from Oxfordshire County Council's Ordinarily Available Toolkit:

- Every child is entitled to receive a good education that enables them to maximise opportunity and success in learning life, irrespective of need, prior attainment, background or circumstance.
Successful fulfilling participation in society, economic prosperity, good physical and mental health.
- Access for every child to suitable provision which meets diverse needs and diminishes barriers to participation and engagement.
- A well-rounded education for every child; each having access to and benefiting from a range of cultural capital.
- A strong commitment to early intervention and prevention to tackle, diminish or avert potential barriers to success.
- A strong commitment to partnership working which actively seeks and values the contributions of parents/carers and the child.



What statutory reports and guidance do we follow to ensure effective provision for pupils with SEND?

This school information report aims to support parents/carers in understanding how we aim to meet the needs of our children with SEND. This is derived and guided by Oxfordshire's Local Offer.

[Oxfordshire SEND local offer | Oxfordshire County Council](#)

Below is a link to the Special Educational Needs and Disability Code of Practice: 0 to 25 years. This is a statutory document which explains the duties of local authorities, health bodies, schools and colleges to provide for children with special educational needs and is published by the Department for Education.

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

The Oxfordshire County Council (OCC) SEND Ordinarily Available Toolkit aims to support schools and settings in Oxfordshire to identify, plan for and meet the needs of children and young people (CYP) who have special educational needs or disabilities (SEND) and require reasonable adjustments or additionality at SEND support.

[Guidance and procedures to support providers | Oxfordshire County Council](#)



What statutory reports and guidance do we follow to ensure effective provision for pupils with SEND?

The Grange CP School also considers the following related guidance:

- ▶ Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- ▶ The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- ▶ Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- ▶ Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- ▶ Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education
- ▶ The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)



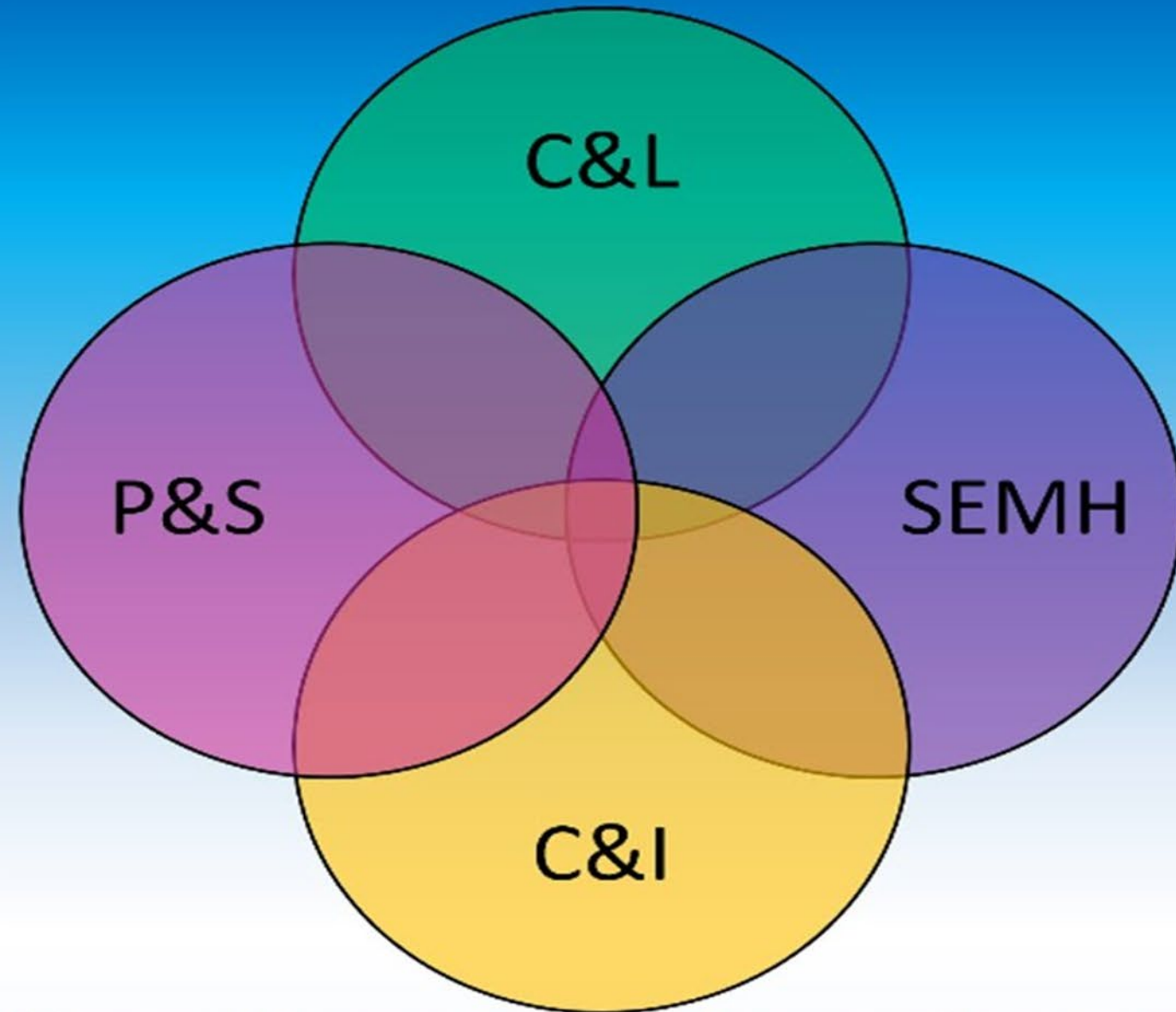
What are special educational needs?

Taken from the SEND Code of Practice...

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions



What are the four main areas of SEND?



- **Cognition & Learning**
 - Moderate Learning Disability
 - Severe Learning Disability
 - Specific Learning Disability (dyslexia)
- **Social, Emotional & Mental Health**
 - ADHD / ADD
 - Attachment Needs
 - Mental Health Needs
- **Communication & Interaction**
 - Autism Spectrum Conditions
 - Speech, Language & Communication Needs
- **Physical and Sensory**
 - Hearing Impaired
 - Vision Impaired
 - Multi-Sensory Impaired
 - Physical Disability

How do we identify if a child has Special Educational needs?

At different times in their school life, a child or young person may have a special educational need.

Concerns may also be raised through:

- Liaison with Nursery school/previous school
- Discussions raised by parents/carers/teachers
- Liaison with external agencies e.g. for a physical/medical need
- A health diagnosis through their paediatrician

Teachers will liaise with parents/carers and the SENDCo to discuss concerns around lack of progress or identified needs linking to the four areas of SEND.

There can be many reasons for learners not making expected progress. These may include absences, attending different schools, difficulties with speaking English, or worries that distract them from learning. At The Grange, we understand that children who experience these barriers to learning are vulnerable and may need extra support to help them achieve. This does not mean that all vulnerable learners have SEND. Only those with a difficulty that requires special educational provision will be identified as having SEND.



What happens if there are concerns my child may have special educational needs?

As soon as any concerns are raised about a child, parents/carers will be contacted to discuss this. We then follow the graduated approach and the assess, plan, do, review model as stated in the Code of practice 2015.

This can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Once a concern has been raised and parents/carers are informed, the class teacher and SENDCo monitor the pupil carefully and ensure that quality first teaching strategies and adaptive teaching approaches are in place. The child is taught and assessed, breaking the curriculum into smaller, more manageable chunks. Interventions and classroom provision is tailored to meet the pupil's needs.

If concerns continue, the child will be placed on the SEND register and, if needed, specialist agencies may be involved and further interventions and support will be implemented.

Where a child requires additional support that goes beyond what a mainstream school, college, or nursery can typically deliver from their own budgets or staffing then they may need to apply for additional funding or, from this, an Education, Health and Care Plan (EHCP) – An EHC plan is a legally binding funded document outlining a child or teenager's special educational, health, and social care needs.



How do I raise concerns if I need to?

At The Grange CP School, we pride ourselves on building positive relationships with parents and carers. We encourage an open and honest relationship whereby we can develop quality support for your child.

If you would like to raise a concern, please either discuss your concern with your child's class teacher or our Special Educational Needs Coordinator (SENDCo) Amelia Bramall. These should be raised via the school office.

Office.2058@grange.oxon.sch.uk

Our complaints procedure can be found on our school website.



How will school support my child?

- The SENCO oversees all support and progress of any child requiring additional support across school.
- Support may be universal, targeted or specialist depending on the need of the child. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made.
- Progress pathways can be different for each child and The Grange works hard to maximise pupil progress and attainment as individuals.

Universal provision-Universal provision in schools and settings is what is in place for all pupils to enable them to make expected progress.

Targeted provision-Targeted support is additional, time-limited, tailored intervention support programmes. Targeted support can be for any area of difficulty, including literacy, numeracy and behaviour. Pupils receiving targeted support do not necessarily have SEND. Universal support remains in place.

Specialist provision- Specialist support refers to increasingly individualised SEND programmes.

- Additional adults may support your child in your school. This may be in class, small groups or 1:1 interventions. We aim to withdraw children as little as possible from class to ensure that all children have access to learning through quality first teaching – adopting a fully inclusive approach.
- When additional equipment or support is needed, this is looked at on an individual basis and matched to the needs of the children.



How will the curriculum be adapted to suit to my child's needs?

- Our curriculum is designed to be inclusive and to allow all learners to engage in all activities. We aim to give children a range of learning opportunities.
- All work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. This may be in the form of differentiated activities, extra resources, pre-teaching, extra modelling, adaptive teaching strategies and scaffolding. Some children may require more bespoke or personalised curriculum which will be agreed with the SENDCo, parents/carers, teachers and, if required, outside agencies.
- We make reasonable adjustments for all pupils, including disabled pupils to ensure that children with SEND are able to access all aspects of school life. We do this by planning and risk assessing any curriculum and non-curriculum activities to ensure they are accessible to all and adjustments are made when needed. Our accessibility policy is available on our school website.



How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open-door policy where you are welcome to make an appointment to meet either the class teacher or the SENDCo and discuss how your child is getting on or any concerns you may have. We can also offer advice and practical ways to help your child at home.
- We believe that your child's education should be a partnership between home and school, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on our SEND register, they will have a Pupil Profile which will outline individual pupil information and learning targets.
- You will be invited into school on a termly basis for a pupil-centred review meeting where we will discuss the needs and progress of your child. These meetings ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty, parents/carers concerns are taken into account and everyone understands the agreed outcomes and next steps for the pupil.
- Any reports from outside agencies will be sent home and you will be invited to school to discuss these reports. If working with outside agencies, meetings with the professionals may take place with the school and parents to ensure a collaborative approach. Parents/carers will be informed if the school decide outside agency intervention is required.



What is a Pupil Profile?

A SEND Pupil Profile is a learning plan referring to the support and resources provided to a child or young person with special educational needs and disabilities (SEND). It's designed to help them achieve their full potential in education by addressing their specific learning difficulties and/or disabilities.

The Pupil Profile outlines the pupil's strengths, areas of need, assessment data, targets, timetabled support and interventions in place. The plan is reviewed with families three times a year.

Parents/carers have an opportunity to contribute towards the Pupil Profile during Pupil Profile meetings held by the class teacher.

Pupil profiles are working documents which are reviewed regularly to ensure they reflect the pupil's needs and outline up to date provision in place.



How will my child be able to contribute their views?

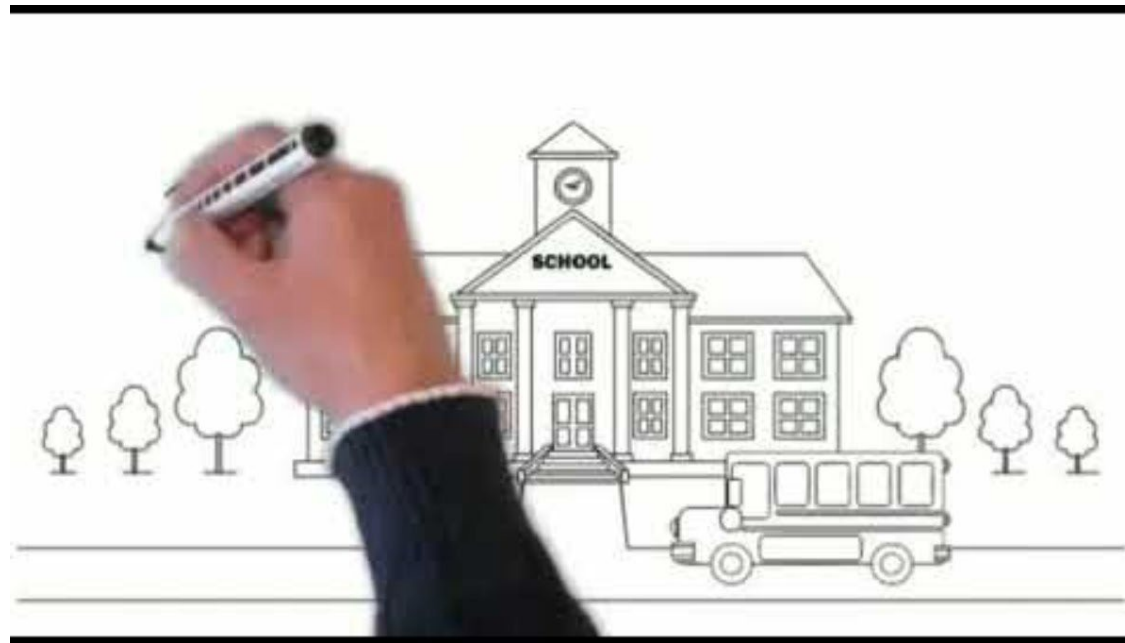
At The Grange, we value and celebrate each child being able to express their views on all aspects of school life. During each review cycle, children have the opportunity to share their views and interests which are incorporated into their Pupil Profile. Where appropriate, targets are also shared and discussed with pupils.

Children are encouraged to self-assess and share their views during lessons and interventions.



What is an EHCP?

In some cases where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person with complex needs has not made expected progress, the school or parents could consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.



What support will there be for my child's overall wellbeing?

- We are very proud of the pastoral support we provide for all the pupils and families at our The Grange.
- We have a dedicated and highly skilled team who are ready to help and encourage pupils and families who wish to discuss any problems or request extra support. This can range from friendship issues, attendance, family breakdowns, bereavements or any emotional difficulties that arise during the course of their Primary School Career.
- Our vision is to ensure that all children feel safe and happy in our school and to help them overcome any barriers to learning they may have. We are here to ensure all children receive their potential and are prepared for life.

Key Staff:

- Ms Boswell – Head Teacher
- Miss Bramall – Acting Deputy Head Teacher/SENDCo
- Mrs Clarke – Children and Families Officer



What is the school's approach to supporting children in transition periods?

The Grange Primary School recognises the importance of effective transition and has a number of strategies to support children.

- Regular and extra visits to new classrooms/ settings.
- 1:1/small group transition sessions.
- Contact with staff/SENDCo from previous/ new settings.
- Transition meetings for staff to discuss needs of individual children.
- Transition sessions with parents/carers to meet new members of staff.
- Transition booklets/posters for children.
- Transition sessions in Personal Development lessons.
- Personalised transition programmes when needed.
- Pupil Profiles and essential information passed on to next teacher/setting.



How does the school evaluate effectiveness of its provision?

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

- Regularly reviewing pupil's individual progress towards their targets on a termly basis.
- Reviewing the impact of interventions at regular intervals
- Gathering parents/carers and pupil voice
- Working closely with local SENDCos within The Banbury Partnership
- Working closely with outside agencies and the SEND Team
- Monitoring of books, lessons and data
- Evaluating the school SEND action plan termly
- Using provision maps to measure progress
- Holding termly meetings with class teachers and parents/carers
- Annual reviews for pupils with EHC plans



Who can I contact for further support regarding SEND?

The Oxfordshire **Special Educational Needs & Disability Information, Advice and Support Service** (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

The service is impartial, confidential, and free. If you're a parent or young person being assessed, the service can:

- Help you to understand the referral process
- Act as a named contact throughout the process
- Help you to communicate with everyone involved in the assessment process
- Provide information about personal budgets
- Put you in touch with other people who can help, if necessary.

Further information can be found using the following link:

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

