

# Grove Wood Primary School



## SEND Information Report September 2024

### Key members of our Inclusion Team:

Head Teacher: Mr Richard Green

Inclusion Manager/SENCo: Mrs Kay Harvey

SEND Governor: Mr Graham Pritchard

Family Support Officer: Mrs Kim Marshall

Approved & Ratified by the Governing Body:

## Views from some of pupils with SEND and their parents:

I like school, I do lots of clubs. All of the teachers help me to make sure I can do my work.

Key Stage 1 child

As a parent of a neuro diverse child, I am really happy with the support she receives. The teachers/staff are great at recognising when she is struggling and needs extra support. There are lots of small support groups she joins to help recap or concentrate. School have also helped with forms & reports to get diagnosis and support.

Key Stage 2 parent

We have very good support, if someone is struggling, they get the help they need. I love that everyone is kind enough to help when it's needed. Everyone has a friend they can be with.

Key Stage 2 child

My child has loved being at school, making new friends, exploring & having lots of fun. Thank you to everyone for making my child feel so welcome.

EYFS parent

## Definition of SEND

At Grove Wood Primary School, we use the definition of Special Educational Needs & Disabilities (SEND) given in the SEN Code of practice (2015):

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made to him or her.

A child or young person has a learning difficulty if he or she:

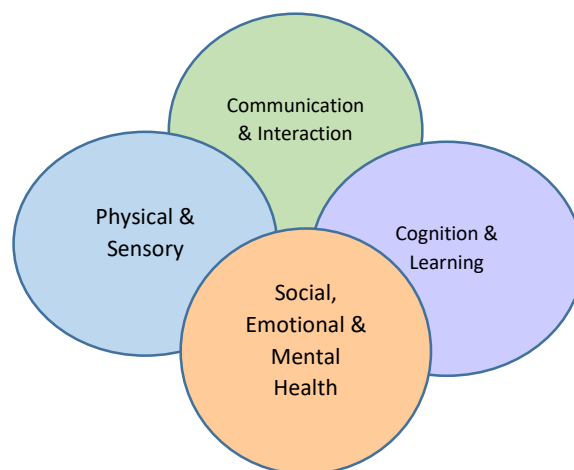
- Has **significantly greater difficulty in learning** than the majority of others of the same age, or
- Has a **disability which prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special education 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.’

## The four broad areas of SEND

At Grove Wood Primary School, we aim to meet the needs of pupils in all of the four broad areas of need identified in the SEN Code of Practice.

All children are supported in their development in the most appropriate ways possible and we celebrate effort as much as achievement, however we recognise that individual children may have needs that interlope two or more of these area and their needs may change over time.



## Identification

### How will the school know if a child needs extra help?

- Early identification is key, we gather as much evidence as possible to give us the bigger picture about a child's needs to enable the school to identify the needs as quickly and as early as possible. This process included gathering information from parents, previous settings and any other relevant agencies involved before the child starts at the school.
- All pupils are monitored by their class teacher who are able to effectively identify any difficulties. Staff will share their concerns with the SENCo and parents to ensure the child receives support.
- The school also have a range of additional assessment tools that maybe required when children are making less than expected progress, where progress:
  - Is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the child's previous rate of progress.
  - Fails to close the attainment gap between the child and their peers.
  - Widens the attainment gap.*\*NB: Whilst limited progress is a concern which must be addressed, this does not always mean that there is a Special Educational Need.*

### What should I do if I think my child needs extra help or has additional needs identified?

If you have a concern you should:

- Share your concern with your child's teacher, who will make any changes they feel they need to best support your child. The impact of these will be reviewed and discussed with you.
- If needed, your child will be monitored by the teacher and if appropriate, further observations from the SENCo.
- If there are still concerns when the changes are reviewed after a period of time, the teacher will address this with the parent, the child and the SENCo.
- The concern will be further explored by the SENCo and if appropriate other members of staff. If it is agreed your child may have special educational needs and requires additional support, the child will be added to the SEND register and a One Plan will be implemented. The child and parent views will be gathered to support the outcomes.
- There may be occasions when it would be beneficial to gain expertise from outside agencies, this will only be carried out with

your permission. You will be kept informed throughout the whole process and will be provided with copies of any reports or recommendations.

## Assessment, Planning & Progress

### How does the school know if pupils are making progress?

- At Grove Wood Primary School, the teachers regularly assess the needs of all children. This information is used by staff to build detailed knowledge of each pupil's strengths and areas for development.
- Progress is carefully tracked and discussed during pupil progress meetings, moderation and book scrutinies, which are held regularly throughout the year by members of SLT.
- Some children with additional needs may need the support of a One Plan with specific, more targeted outcomes to enable staff to not only support the child, but also to track their progress more closely.
- Target's of One Plan's are reviewed regularly by staff involving the child and parent through discussions at parent consultation meetings. This is monitored closely by the SENCo who provides additional support where required.

### How are parents/carers informed about how their child is progressing?

- There are parent consultations in the Autumn and Spring terms in which all One Plans are reviewed with parents and new targets are set ready for the new term.
- All One Plans are always available for parents to view using our online system, Edukey. The targets are usually able to be worked on at home too, to encourage a partnership between home and school and consistency in the support being offered to the child.
- In addition to parental consultations, parents are given the opportunity to view their children's work during open door sessions across the year.
- Parents receive a written report during the school year that informs them of their child's progress and gives a target for learning.
- Parents can make an appointment at any time to speak to the class teacher or SENCo.
- Parent information sessions are run across the school year by teaching staff, offering ways to support and help your child with engaging in learning.

### How does the school monitor the impact of the extra support?

- Provision is regularly reviewed and adapted by staff, supported by the SENCo & wider members of SLT.
- The progress of each child is regularly tracked (See above section). The information gathered is then used to inform future planning of support for that child to ensure the school is providing the maximum amount of impact as far as possible.

### Provision Arrangements

#### How do children access the curriculum?

At Grove Wood Primary School, we aim to give all children, including those with SEND, access to a rich, varied wide ranging curriculum. To help ensure every child is meeting their potential, we adopt a wide range of approaches to support children's learning including:

- Lessons which are carefully planned, personalised and tailored to suit all children. Wherever possible, we adopt research based strategies as outlined in the Education Endowment Fund (EEF) to ensure maximum impact for all children.
- Creating stimulating environments both in and outdoors, whilst being mindful of cognitive load theory.
- A creative approach to learning with enrichment activities to provide opportunities for everyone to experience success.
- A variety of visual and sensory resources to support learning.
- Personalised provision for all pupils, including those with SEND and/or disabilities.
- Wherever possible, support for children will be given within the classroom, within lessons.

#### What expertise and training do the staff who support children with SEND?

- Our school SENCo is highly experienced and is a member of the Senior Leadership Team within our school.
- We aim to keep all school staff up to date with relevant training and developments in teaching practices in relation to meeting the needs of all children.
- The SENCo attends relevant courses and meetings and signposts relevant SEND focused external training opportunities for staff.
- The SENCo provides relevant training and updates for staff.

- All members of SLT ensures that training opportunities are matched to school development priorities as well as the identified needs of individual children.
- All teaching and support staff have access to Edukey to ensure they remain up to date with all relevant information regarding the needs of the children.

### How is support organised for children with identified SEND?

At Grove Wood Primary School, we support all children to build upon their previous successes to reach their potential. Class teachers are responsible for planning work and provision for each child and work closely with support staff to deliver high quality first teaching daily to all children. The SENCo and specialists from external agencies when appropriate, provide support with further assessment and/or advice on effective support to ensure we meet all the children's needs.

This may include:

- Support and advice from speech & language, social groups, motor skills as well as additional sessions for key skills.
- Adult support within the classroom, to reinforce comprehension of learning tasks and aid curriculum access, but also encourage independence.
- In exceptional circumstances, some 1:1 adult support maybe offered.
- Individual based provision tailored to a child's specific need.

### How are decisions made about how much support individual children receive?

- Decisions concerning support are discussed with the Phase Leaders in regular meetings to ensure all children are receiving the correct support in a timely manner to best meet their needs. If your child is on the SEND register, the additional support currently provided will be visible on Edukey under the strategies section of their target.
- For some children with complex needs, the school receives additional funding from the Local Authority through an individual Education Health and Care Plan (EHCP). In these cases, the Head teacher & SENCo base the child's additional support on the statutory provision and strategies detailed within the EHCP document.

## What specialist support or services does the school access for children with SEND?

The school have built strong working relationships with many external specialist services. These include:

- Local Authority (LA) advisors and support teachers – including visual impairment team & hearing advisory team
- The Speech & Language Therapy Service
- The NHS: GP's, school nursing, continence team, specialist nurses, occupational and physiotherapy teams including The Lighthouse Centre.
- The NELFT Emotional Wellbeing and Mental Health service (SET CAHMS)
- Social Care
- Attendance Officer

## How are areas in the school adapted to meet children's individual needs?

- All buildings within the school are fully wheelchair accessible, with ramps and a lift provided where needed.
- The school have three disabled toilets, one with a mechanical changing bed.
- At Grove Wood Primary School, we ensure all classrooms create a positive, welcoming positive environment to enable all children to access the curriculum and resources they require to achieve.
- Where children require a quieter area or tailored resources to support them, they will be used, as necessary.
- The SENCo has an office where children can concentrate on assessments or activities where needed. The Inclusion Team also have dedicated spaces for working with children either individually or as a small group. There are additional spaces throughout the school which are also used regularly to work with children.

## What arrangements are made to support children with SEND taking part in after school activities or visits and trips?

- At Grove Wood Primary School, we value extra – curricular activities and offer a wide range of clubs for all our children. We encourage all children to take part in whatever extra - curricular activities they wish to as far as possible.

## How does Grove Wood Primary School support children who have social difficulties?

At Grove Wood Primary School, we aim to provide a setting where each child can feel safe, secure and enjoy school in a nurturing environment. All staff work exceptionally hard to raise self-esteem of vulnerable children by giving encouragement and recognising their effort and achievements. As a school, we have committed to use the Zones of Regulation approach to support all children in identifying, talking and building strategies to develop their emotional literacy skills.

Our school are a Trauma Perceptive Practice (TPP) school. Three members of staff including Mrs Harvey are trainers for the programme and ensures all staff and Governors are trained to ensure building relationships remain a key priority for supporting all children. Mrs Harvey is also a trainer in the Attachment Aware approach and ensures staff are fully trained and understand the importance and impact of attachment for all children.

When needed, children are given time to talk through situations they find difficult and activities to support emotional and social development. Ongoing support can be provided and, when necessary, referrals for more specialist advice or support will be made.

The Inclusion team are able to signpost parents to a number of services to support emotional and behavioural difficulties. There is also a wealth of information available on the school website from our Inclusion Padlet.

Support may include:

- Learning Mentor support
- School counsellor
- Social skills groups
- Educational Psychologist
- Inclusion Partners
- SET CAHMS

All staff work proactively to prevent bullying incidents. Where there are concerns about bullying, these will be recorded and investigated, addressed and monitored by staff where necessary in line with the school's anti – bullying policy.

When a child's needs require the involvement of Social Care, we are committed to working together with all relevant agencies and parents/carers to ensure the child and their family are fully supported.

## How are the Governing Body involved in provision for children with SEND?

There are full governing body meetings each term. The school have a designated Governor for SEND, Graham Pritchard, who liaises with the SENCo and has responsibility to monitor effective implementation of the SEND policy. Mrs Harvey attends Governing Body meetings and ensures the Governors are fully informed of any significant updates that may occur.

## Transitions

### What arrangements does the school make to support children moving between classes and year groups?

Towards the end of each academic year, arrangements are made to ensure all children have a smooth transition into their next school year. This includes:

- Sessions for all children with their new teacher in the summer term
- Where possible, joint activities across year groups
- Dedicated handover sessions for staff to pass on all relevant information to their new teacher
- The SENCo ensures all relevant information about any child is shared with the correct staff members and updated on Edukey.
- Where necessary, tailored transition work including extra visits or transition books/social stories can occur in small groups or on a one – to – one basis.

Additional transition arrangements are made on an individualised case by case basis for specific children where necessary.

### What arrangements does the school make when a child joins the school?

- Where the school has been informed that a child with additional needs will be joining, all possible steps are made to ensure that all reasonable adjustments are in place to effectively meet the child's needs. This could include meeting the parents, visits to pre-school settings and meeting the child. Where appropriate liaising with external agencies and implementing staff training.
- If a child with identified SEND transfers to Grove Wood Primary School from another school, parents are invited to meet with the SENCo to discuss the needs of the child and to find ways to make the transition as successful as possible. Efforts are made to contact the previous setting to obtain all records and information as soon as possible.

### What arrangements does the school make to support children transferring to another school?

- When we have confirmation of the new setting a child is transferring to, contact is made with the setting and all records are passed on in a secure manner.
- A transition plan maybe designed for the child if it is deemed necessary. This may include opportunities for the child and a member of staff to visit the new setting.

### How do Grove Wood Primary School prepare children for secondary school and build life skills?

- Once secondary school places have been allocated, contact is made with secondary schools to begin planning.
- All SEND records are passed on and the SENCo and class teachers ensure the secondary SENCo is informed about children with SEND, their needs and current provision in place to support them. Class teachers meet with a member of secondary school staff in addition to this.
- For children with EHCP's, an annual review is held in the Summer term of year 5. At this meeting, parents and any other professionals that are currently working with the child are invited and a secondary school place is named and submitted to the Local Authority.
- A transition plan maybe designed for the child if it is deemed necessary. This may include opportunities for the child and a member of staff to visit the new setting
- Small group or individual transition sessions maybe arranged to support children, as necessary. These maybe supported by the Inclusion Team.
- Where possible the curriculum aims to support the learning of key life skills for children to build upon in later adult life. The curriculum focusses on building resilience and independent skills throughout a child's time at Grove Wood. There are a range of activities that involve life skills such as road safety, cooking, online safety, staying safe in the community, fire safety, bikeability sessions, social awareness and self-care.

### Other Information

This SEND information report is in addition to our SEND policy and the link to Essex Info link, Essex's local offer website; [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk) This website shows provision and access to all services within the local area, as well as what parents can expect from them.

If you have any further questions regarding our provision for children with SEND, please do not hesitate to contact the school via the methods below:

- Phone, 01268 743445
- Email, [admin@groveswood.essex.sch.uk](mailto:admin@groveswood.essex.sch.uk)
- Arrange a meeting via the office to talk to the SENCo, Mrs Harvey

If you feel you need to make a complaint at any time, please follow the school's complaints procedure as outlined on our website.