

# Special Educational Needs and Disabilities Information Report

## Grange Park Junior School



Approved by Governing Body	Date: 3 <sup>rd</sup> October 2024
Last reviewed on	Date: 3 <sup>rd</sup> October 2024
Next review due by	Date: 3 <sup>rd</sup> October 2025

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## 1. What is the school SEND Information Report?

At Grange Park Junior School, we aim to support all learners in becoming the leaders of tomorrow. We believe that all of our pupils should receive quality first teaching and should have access to opportunities that will help them to thrive in their attainment, attitudes and aspirations.

Our special educational needs and disabilities (SEND) Information Report aims to provide information to parents on the provision available in school whilst making reference to the local offer. The four areas of SEND will be covered in this document in the form of: communication and interaction, cognition and learning, social, emotional and mental health needs and sensory and physical needs.

Grange Park Junior School supports a range of individuals and aims to offer consistency in the support, services, facilities and opportunities available to pupils. This is in line with the local offer which can be found through the following link:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

The local authority is required to publish a local offer to identify support available to children and young people in the borough.

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Outline opportunities, attainment, services and facilities to support our pupils in being the leaders of tomorrow.

This report sets out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

The purpose of the SEND Information Report

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

Grange Park Junior School is focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

At Grange Park Junior School, all pupils, regardless of their particular needs, receive first quality teaching that is adapted, personalised and that meets the needs of all children, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data, based on their age and starting points. As a school, we ensure that pupils with SEND have the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

At Grange Park Junior School, 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, with the support of Ordinarily Available Provision outlined by the borough, and to the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### 3. Legislation and guidance

This policy 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
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Definitions

### 4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most 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.

### 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 4.3 Arrangements for pupils

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Adaptations** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don’t necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

#### 4.4 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social rules of communication.</p> <p>Pupils who are on the autism spectrum may have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

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

### 5.1 Our special educational needs co-ordinator, or SENDCo

Our SENDCo is Miss Ella Allen. She can be reached through the following contact details:

senco@grangeparkjuniorschool.co.uk

She holds the National Award for Special Educational Needs and Disabilities Coordination (NASENDCo) and is a qualified teacher.

She is responsible for:

- Coordinating provision for children with SEND
- Developing the school's SEND policy
- Tracking the progress of children with SEND
- Notifying the parents in writing when the child is added to the SEND register
- Keep a register of pupils with additional needs
- Ensuring individual funding is spent to best meet the needs of SEND pupils
- Supporting teachers and teaching assistants with resources and information
- Liaising with outside agencies
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

## **5.2 Class teachers**

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

Class teachers are responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all children
- Checking on the progress of your child and identifying, planning and delivery of any additional support
- Contributing to devising personalised education plans to prioritise and focus on the next steps required for your child to improve learning incorporating relevant smart targets
- In consultation with the SENDCO developing individual behaviour plans and Zones of Regulation strategy sheets

## **5.3 All staff**

- Safeguarding and Keeping Children Safe in Education
- Equality, Diversity & Inclusion
- The SEND code of practice
- All general school policies, including: Special educational needs and disability, accessibility, curriculum and behaviour policy and procedures
- Zones of Regulation and how to de-escalate behaviour

## **5.4 External agencies and professionals**

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses/ Paediatric health team
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services
- Hillingdon Talks, Moves and Plays: Children's Integrated Therapy Service
- London Borough of Hillingdon – Inclusion Team
- London Borough of Hillingdon – Early Support Team
- London Borough of Hillingdon – Sensory Intervention Team
- London borough of Hillingdon - Participation Team
- Behaviour Support Service (BSS)
- HACS – Hillingdon Autistic Care and Support
- SAS – SEND Advisory Services

## 6. How are needs identified by the school?

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

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 give the pupil extra tuition to try to fill it. 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 talk to the SENCO, and 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 told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

Additionally, the school works closely with pupils and pupils have the opportunity to share concerns through worry boxes, informal conversations with parents, self-assessments and sessions with our learning mentor.

We work closely with parents and parent concerns may be raised to the class teacher. Parents should discuss their concerns with class teachers in the first instance and this will be passed on to the SENDCo, where appropriate. Parents may also communicate this through consultations or through a drop-in session with the class teacher.

Needs may be identified if a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.



## 7. How will the school measure my child's progress?

We will follow the 'graduated approach' to meet your child's special educational needs and disabilities.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### 1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### 2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our pupil files, primary server, and will be made accessible to staff in a pupil passport and learning plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### 3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## 8. How will my child and I be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of support needed. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes

- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

We aim to work collaboratively with all our parents and carers. For parents and carers of children with SEND we do the following things:

- Have an open-door policy so that parents and carers can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.
- Termly parent consultation Outcomes Meetings to discuss the support that has been put into place and to identify new targets and desired outcomes.
- Share Pupil Profiles and Learning Plans which document targets, set in partnership with parents and carers during the Outcomes Meetings, and related strategies and provision to enable the child to achieve them.
- Include the progress a child with SEND has made towards their desired outcomes in their annual review.
- Provide parents and carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan.

## 9. How will the school adapt its teaching for my child?

The accessibility plan for the school can be found on the school website.

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.
- Adapting 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 laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis where appropriate.
- Teaching assistants will support pupils in small groups where appropriate.

We may also provide interventions in the form of pre-teaching, speech and language, personalised target interventions or pastoral interventions.

AREA OF NEED	CONDITION	EXAMPLES OF HOW WE MAY SUPPORT THESE PUPILS
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<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Work station
	Adverse childhood experiences and/or mental health issues	Pastoral groups
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

Training will regularly be provided to teaching and support staff where needed. Training is not in isolation and will be integrated in training sessions available to all staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

In order to support children who are on the SEND register, we aim to provide opportunities for personal development, engagement and achievement across all areas of activities including social, curricular, emotional, physical and academic. We do this by:

- Providing an enriching curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Providing opportunities for school leadership roles to develop confidence, self-esteem through responsibility.
- Practicing research based teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school driven by our values-based curriculum and No Outsiders curriculum and encouraging social responsibility and understanding amongst all our pupils.
- Celebrating differences in learning styles and supporting children's understanding of individual strengths and challenges.
- Class Teachers plan lessons according to the specific needs of all groups of children in their

class, to ensure that your child's needs are met.

- Specific resources and strategies will be used to support your child individually and in groups (see interventions at Fielding list under section 13).
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. Children with SEND may have a personalised curriculum map to best support them.

## 10. 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 questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 11. 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.

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

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 trips and visits to France.

All pupils are encouraged to take part in our range of opportunities including sports day, school plays, year group workshops and visits within the local community.

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 they can be included.

## 13. 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:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our social skills club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by having check in sessions where appropriate.
- We run pastoral interventions 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 raising awareness through assemblies, our PSHE curriculum and the implementation of our behaviour policy.

## 14. What support will be available for my child as they transition between classes, phases or settings?

### **Between years**

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

- Ask both the current teacher and the next year's teacher to attend a 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

### **Between schools**

When your child is moving on from our school, we will ask you and your child if there is any additional information you want us to share with the new setting.

### **Between phases**

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Assisting with any gaps in knowledge

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

Miss Ella Allen our SENDCO and designated member of staff for looked after children, will 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 SEN. However, looked-after pupils will also have a learning plan. We will make sure that the learning plan and any SEN support plans or EHC plans are consistent and complement one another.

## 16. What support is available for my family and I?

If you have questions about SEN, 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 Hillingdon's local offer. Hillingdon publishes information about the local offer on their website:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://careandsupport.hillingdon.gov.uk/Services/130/SENDIASS>

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

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