

SEN Information Report 2024-2025

At Grange Primary Academy, all pupils are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the best in everyone'. All students are entitled to have access to a broad and balanced curriculum. Within its aims, Grange Primary Academy is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning. Our values reflect this; 'Be Proud; Be Responsible; Be Kind; Be Ready.'

Students of all ages and all abilities will:

- *Be treated as individuals where their individual needs, interests and aptitudes are recognised.*
- *Be entitled to have an emerging or evident special educational need identified and assessed.*
- *Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.*
- *Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school.*
- *Be encouraged to achieve their full potential, whatever their abilities.*
- *Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.*
- *Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.*
- *Be encouraged to see education as a life-long process to the benefit of all aspects of their life.*

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

If you require a version of this in another language or would like to discuss our Information Report with us further, please do not hesitate to contact Mrs Lauer, our Deputy Headteacher and SENCo.

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Regulation	Question	School Response
The kinds of special educational needs and disabilities for which provision is made at the school.	What kinds of SEND do pupils have in your school?	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at Grange Primary Academy have a range of special educational needs, including students with Communication and Interaction difficulties; Cognition and Learning difficulties (including Dyslexia, Dyscalculia and Moderate Learning Difficulties); Social, Emotional and Mental Health difficulties (including Autistic Spectrum Disorders, ADHD and Attachment Difficulties) and Sensory or Physical difficulties (including Hearing and Visual Impairment and Dyspraxia).
Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs and disabilities.	How do you know if a pupil needs extra help?	When your child first joins Grange Primary Academy, we use information from a range of sources to help identify SEND needs. This includes information from parents/carers; nursery and primary school teachers; end of key stage levels and baseline testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information: specialist colleagues and external agencies such as the specialist support services. Our class teachers, subject leaders and Senior Leadership Team closely monitor the progress and attainment of all students, including those who have or may have SEND. If your child needs to be assessed further, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them or an Early Help Assessment may be led by our Wellbeing Team. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be recognised by the teacher, teaching assistant, or others concerned, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress. All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.

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Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—		
(a) how the school evaluates the effectiveness of its provision for such pupils;	How will I know if my child is making progress? How do you evaluate provision?	Your child's progress will be continually monitored by their class teacher. Your child's progress will be formally reviewed each term and a level will be given in reading, writing and maths. These levels are linked to children's age related expectations. At the end of Key Stage 2, all children are required to be formally assessed using government set tests. This is something the government requires all schools to do and the results of these tests are published nationally. Teachers formally assess and review progress and attainment 3 times a year which is communicated to parents/carers through Pupil Passport Meetings and the end of year report. Pupil Passport Meetings are held twice a year, when there is an opportunity to discuss progress, attainment and next steps. The additional support that your child is receiving will be discussed and detailed in your child's Pupil Passport, and individual targets will be reviewed with you as part of these meetings. The SENCo is available to be part of these discussions and may invite parents in to meet with them and the class teacher. The SENCo will also ensure that your child is making good progress within any individual or group work that they are taking part in. A third meeting is offered to parents of children with SEND at the end of the year with the SENCo, your child's current and new class teacher as part of transition arrangements to review the progress made and next steps. All students with an Education, Health & Care Plan have an Annual Review. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data for students is analysed for impact and to inform future planning
(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;	How do you check and review the progress of my child and how will I be involved?	Parents are invited to attend Pupil Passport meetings twice each year which will show your child's current levels in terms of their progress and age-related expectations, as well as reporting on their effort, behaviour and homework. An end of year report will build on the discussions from Pupil Passport meetings and will be discussed at an end of year meeting with parents, the SENCo, existing class teacher and new class teacher. Class teachers, subject leaders and Senior Leaders will monitor and review your child's progress and attainment and identify any subjects where your child is not making the right amount of progress. An intervention may then be put into place. We will check whether progress has been made or whether different intervention or support is needed after a period of time. We give reports to the governors who check and review the work of all departments, including Inclusion. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through Pupil Passport meetings, direct discussion at the start and end of the day; email; telephone calls; appointments made with individual teachers and Annual Reviews/termly reviews. The school provides information for parents through newsletters; information on the website; Facebook and Twitter; Open/Information days; pupil passport meetings and letters home. Curriculum themes delivered each term are published on the website for parents to access.

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(c)the school's approach to teaching pupils with special educational needs;	How do teachers help pupils with SEND? How will teaching at Grange Primary Academy be adapted for my child with Special Educational Needs?	We are committed at Grange Primary to ensure that we provide all children with Quality First Teaching which is scaffolded for all children to be able to learn and make progress. We believe that ability is not fixed and that through well planned teaching and learning, children will achieve to their full potential. Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their teaching to meet these requirements. This may involve using different strategies, more practical/adaptation of resources and activities. Your child's class teacher will plan lessons according to the specific needs of all groups of children in the class, including your child. This will ensure that your child's needs are met daily through class provision. The SENCo may support your child's teacher, if necessary, in developing planning to meet your child's needs if they are working below expectations for the year group they are in. Specially trained support staff can adapt the teacher's planning to support the needs of children where necessary, and specific interventions and strategies can be used to support your child individually and in groups. Sometimes we may seek advice from external agencies to ensure that the provision we offer children is tailored to their needs, and that the resources and strategies we use, support your child's learning.
(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;	How will the curriculum be matched to my child's needs? How is Grange Primary Academy accessible to children with Special Educational Needs and/ or Disabilities?	Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include; forest schools; nurture sessions; additional literacy or numeracy; personalised timetables; focussed intervention groups. Our school is a safe and accessible building, and it is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We ensure that equipment used is accessible to all children, regardless of their needs and specialist equipment is provided to support learners where needed. After school provision is available to all children, including those with Special Educational Needs and/ or Disabilities An Accessibility Plan is in place and available from our school website which includes further detail on this.

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(e)additional support for learning that is available to pupils with special educational needs;	Is there additional support available to help pupils with SEND with their learning? How is this allocated at Grange Primary Academy? What are the different types of support available for children with SEND at Grange? How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much/ what support my child will receive?	The school budget is received from the Northamptonshire Local Authority and includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors and United Learning, based on needs in the school. The Headteacher and SENCo discuss all the information they have about SEND in the school, including: the children receiving support already; the children identified as needing additional support the children who have been identified as not making as much progress as would be expected; and from this discussions, it is then decided which resources, training and support are needed. Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. All resources, training and support are reviewed regularly, and changes made as needed. There is a range of support available at Grange for your child. These include Quality First Teaching, specific group work, support from external agencies and professionals or specific individual support. If your child is receiving any support in addition to Quality First Teaching, you will be notified by your child's class teacher. Quality First Teaching is delivered by your child's class teacher. It ensures that there is excellent, targeted classroom teaching for all children. This means that the teacher holds high expectations for your child in all subjects; all teaching your child receives builds on their current knowledge, what they can do and can understand. This may be presented in a range of ways so your child is fully involved in their learning (for example by using practical learning strategies). Your child's teacher will carefully check progress during lessons and, if a gap in their learning is identified, will provide instant, targeted support. Where professionals have given advice and specific strategies to support your child within the classroom, teachers will use these to support your child's progress. Specific group work, or as it is often called, intervention groups, can be run by a teacher or a teaching assistant will have been trained to run these groups. If your child is taking part in specific group work, this will involve: group sessions where activities are planned around specific targets to help them make progress in key areas which have been identified in class teaching. <u>Group or Individual Support from External Professionals</u> Your child may receive support from an external professional after identification from the class teacher or SENCo. If your child is being referred for this support, we will ask for your permission. There may be a form for you to complete to allow us to make a referral for the service and you may be invited to discuss your child's progress, learning and concerns with the professional leading the intervention. When the professional provides reports about involvement, these will be copied for you, so you are aware of any recommendations being made to support your child's learning. <u>Specific individual support</u> This support is normally provided via an Educational, Health and Care Plan (EHCP) or, an Additional Funding Application. This means that your child will have been identified but the SENCo as needing a particularly high level of support (more than 15hrs per week) which cannot be provided by the budget already made available to school. Usually, in this case, your child will already be receiving specialist support from a number of professionals outside the school.
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		<u>Educational, Health and Care Plans</u> This level of support is available for children whose learning needs are severe, complex, and lifelong and who require more than 15hrs 1:1 support in school. The school, or yourself, can request the local authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. When applying for an EHCP, the school request an Educational Needs Assessment through the local authority. A large amount of detailed information about your child, written by yourself, the school and your child is sent to a panel who then decides whether they think your child's needs (as described in the application form) are complex enough to require a statutory assessment. If it is agreed that an assessment is required, relevant external professionals such as an Educational Psychologist, Speech and Language Therapist and Community Paediatrician will assess and submit a report to the local authority to aid in their decision making around whether your child meets the threshold required to need an EHCP. Students with EHCPs will have targets and strategies set by the class teacher in conjunction with the SENCO. Annual Reviews involving the student, parents/carers, class teacher and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.
f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;	What social, before and after school, and other activities are available for pupils with SEND? How can my child and I find out about these activities? How will my child be included in activities outside the classroom, including school trips?	A range of academic and hobby/interest clubs are available at Grange Primary Academy. They are open to all students, including students with SEND. Details of these clubs are available from the school office and have previously included music, construction, art, computing and a range of sports clubs. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.
(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs	What support will there be for my child's overall well-being?	At Grange Primary Academy, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our children is by building a strong, positive relationship between adults and children. All children in school are taught to respect each other's differences as part of the PSHE curriculum and school assemblies. The school places a significant emphasis on an anti-bullying message through this and the teaching and recognition of the Grange values. There are members of staff who are able to provide specific pastoral support, these include: the pastoral team, class teachers and teaching assistants. This provides the opportunity for children to talk to a member of staff about how they are feeling and also pastoral staff will provide specific programmes of support to develop wellbeing and social and emotional skills. We also have excellent relationships with a number of external agencies, for example: the school nurse; Educational Psychologist and Specialist Support Services.

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		The school has achieved the Silver Award for the Northamptonshire programme 'Targeted Mental Health Support in Schools,' working with the Educational Psychology Team to ensure good practice in pastoral support across the school through a number of intervention programmes and initiatives including 'Worry Monsters' in each classroom and in communal areas around the school, whole school wellbeing and mental health awareness weeks and schemes of work which raise teach wellbeing knowledge and skills.
In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.	Who should I contact if I want to find out more about how Grange Primary Academy supports pupils with SEND? Who are the best people to talk to at Grange Primary Academy about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)? What should I do if I think that my child may have a special educational need or disability?	At Grange, we have an open-door policy. We strive to work in partnership with parents to ensure the best outcomes for children. If you are concerned about your child's progress, please do not hesitate to talk to us about your concerns. Initially, speak to your child's class teacher about your concerns. Class teachers will report on progress to you through Pupil Passport Meetings twice a year, the end of year report and the SEND transition meeting at the end of the year. If you would like to discuss concerns you have about your child's progress between these meetings, please do not hesitate to speak to your child's class teacher who will be happy to help. Your child's teacher is responsible for: • Checking the progress that your child is making in class • Identifying any areas your child may need additional support in, planning and delivering this • Keeping you informed of progress and any areas they are receiving extra support in through parents' evenings and end of year reports • Notify you of any additional interventions that your child is taking part in • Notifying the SENCo if they feel they need additional support to help your child succeed in their learning If you are still not happy that concerns you have raised are being managed, after discussing these with your child's class teacher, and you feel your child is still not making progress, you should speak to the school SENCo (Zena Lauer) zena.lauer@grangeprimary.org.uk or Headteacher (Chris Latimer) chris.latimer@grangeprimary.org.uk The SENCo (Special Educational Needs Co-ordinator) is responsible for: • Co-ordinating the support that your child is receiving and ensuring that your child gets a consistent, high-quality response to meeting their needs in school • Ensuring that you are involved in supporting your child's learning, kept informed about the support they are receiving and involved in reviewing how they are doing • Liaising with other professionals who come into school to help support your child's learning, for example Speech and Language Therapists and Educational Psychologists • Ensuring that we have accurate records of the provision that your child is receiving and the progress they are making with this support • Providing support for teachers and support staff so they can help children with SEND in the school achieve the best progress possible

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		The Headteacher is responsible for: • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • They will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met • Ensuring that the governing body are kept informed about any issues in the school regarding SEND If after speaking to the school SENCo or Headteacher, you are still not happy about the support your child is receiving, please contact and speak to the school SEND governor, Charlie Chan. You can contact her through the school office. The SEND governor is responsible for: • Making sure that the necessary support is made for any child who attends Grange with SEND
Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	What training have the staff supporting children and young people with SEND had or are having?	We offer a range of training to support teachers in ensuring their teaching is tailored to support children with SEND. This includes: • The SENCo supports class teachers in planning for children with Special Educational Needs. This may be through shared lesson planning, shared intervention planning, delivering training sessions or completing lesson study to show good practice. • The school has a training plan for all staff to improve the teaching and learning of children, including those with Special Educational Needs. This includes whole staff training on, for example, ASD and Speech and Language difficulties. • Individual teachers and support staff may attend training sessions and courses run by outside agencies that are relevant to the needs of specific children in their class, for example by the Visual Impairment Service. • Recent training for staff includes; Supporting children's mental health, Hearing Impairment Training and Speech and Language Intervention Training and ASD awareness. As an Academy, we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.
Information about how equipment and facilities to support children and young people with special educational needs will be secured.	What happens if my child needs specialist equipment or other facilities? Who are the people providing services to children with Special Educational Needs and/or Disabilities in this school?	There are a range of people and services providing children support at Grange Primary Academy. If additional support is being offered to your child from an external professional, we will always ask for your consent and give you copies of any reports which are generated from meetings with yourselves, the school or with your child. <u>Services directly funded by the school</u> Wellbeing Team Educational Psychology Service <u>Services paid for centrally by the Local Authority but delivered in school</u> Specialist Support Service Education Inclusion Team (Attendance)

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		Early Help Assessment Sensory Impairment Team <u>Services provided and paid for by the Health Service but delivered in school:</u> School Nurse Occupational Therapy Physiotherapy Health Visitor Speech and Language Therapy If you believe your child needs specialist equipment or other facilities, please contact the SENCO or discuss the issue at the next review/parents evening.
The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	If your child is identified as not making progress, the school will meet to discuss this in detail with you. At a meeting to discuss your child's learning needs in school, we will: • Share our concerns • Listen to any concerns you have • Plan any additional support your child may receive • Discuss with you any referrals to outside professionals to support your child's learning • We may share strategies with you that could support your child's learning at home We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework • Attending parents' meetings • Attending any meetings specifically arranged for your child We will support you by having regular communication with you. Our Wellbeing Team are also available to support you with any difficulties that you may be having.

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The arrangements for consulting young people with special educational needs about, and involving them in, their education.	How will my child be involved in his/her own learning and decisions made about his/her education?	Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend Pupil passport meetings; contribute to target setting and reviewing and reflect on their learning and achievements. The SENCO meets regularly with groups of SEND children to ensure that their opinions are gathered on a variety of aspects of school life.
Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	Who can I contact for further information? Who can I contact if I have a complaint?	We will always work hard to resolve concerns that parents have regarding SEND provision in school. In the first instance please contact your child's class teacher who may refer your concerns to a more senior member of staff if needed. Please contact the SENCo if you feel that you require further support. For further information, please see the school's Complaints Policy which is available on the school website.
How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils	What specialist services and expertise are available at or accessed by the school?	As an Academy we can access a range of services including Child and Adolescent Mental Health Service (CAMHs); Social Care; School Nurse Service; Educational Psychology Service; Physiotherapy Service; Speech and Language Service; Education Inclusion and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Northamptonshire County Council and use the Early Help process when appropriate to do so. If you believe your child needs support from a specialist please contact your child's class teacher or SENCo to discuss at the next review/parents evening.

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The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	Your child's class teacher is regularly available to discuss your child's progress, or any concerns you may have. They will also be able to share information about what is working well and be able to offer support and guidance on how to help your child's progress at home. Class teachers will meet with you at parents evenings and offer support and guidance as a result of this. Homework will be accessible for all children at their own level. We may use a home-school book to communicate with you details about your child's school day, if this has agreed to be useful for you and your child. The SENCo is available to meet with you to discuss your child's progress or any concerns and worries you may have. Support may also be available for you from external agencies which the school will be able to research for you. All information from outside agencies and professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. If you wish to discuss the content of reports, please contact the SENCo who will be happy to discuss these with you. Information, Advice and Support Service: http://www.iassnorthants.co.uk/Pages/home.aspx Opening hours: Monday - Friday, 9am - 5pm. Telephone: 0300 373 2532. Email: sendiass@northnorthants.gov.uk North Northamptonshire SEND Support Services: https://www.northnorthants.gov.uk/specialist-send-support-services/send-support-service Early Help Assessment (EHA): https://nctrust.co.uk/early-help-professionals/ Child and Adolescent Mental Health Service (CAMHS): https://www.nhft.nhs.uk/camhs Special Needs Index (SNIX): https://www.northnorthants.gov.uk/health-and-wellbeing-board/reports-and-assessments FACT Northampton (support group for ASD & ADHD) http://www.factnorthants.org.uk/ Young Minds http://www.youngminds.org.uk/
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The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	How will Grange Primary Academy support my child when they are leaving our school, or moving onto another class?	We recognise that transitions can be difficult for children with Special Educational Needs and/or Disabilities and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school We will contact the new school SENCo and ensure that they know about any special arrangements or support that needs to be made for your child. We will also ensure that all records about your child are passed on promptly to their new school. When moving classes in school Information will be passed on to the new class teacher in advance and an information sharing meeting will be made between the previous and new teacher. Children may have personalised transition plans to support them with this move and before the Summer Holidays will experience a day transition with their new teacher. When in Year 6 The SENCo will discuss the specific needs of your child with their Secondary School and share any support strategies we have put in place. Your child may complete focussed learning about aspects of transition to support their understanding of the changes ahead. In some cases, we may arrange for your child to visit their new school on several occasions, and in some cases, staff from the new school will visit your child at Grange.
Information on where the local authority's local offer is published.	Where can I find out about other services that might be available for our family and my child?	North Northamptonshire County Council Local Offer information: https://www.northnorthants.gov.uk/children-and-families

Key Staff:

SENCo/ Deputy Head – Mrs Zena Lauer zena.lauer@grangeprimary.org.uk

Headteacher – Mr Chris Latimer chris.latimer@grangeprimary.org.uk

Family Wellbeing Team - Suzanne Green suzanne.green@grangeprimary.org.uk and Clare Chilver clare.chilver@grangeprimary.org.uk

School Governor with responsibility for SEND – Lisa Savva – contact through the school office