

Special Educational Needs and Disability Information on Grange Park Infant and Nursery School's Local Offer



Context

The Special Educational Needs and Disability (SEND) Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations in England. It relates to children and young people with special educational needs and disabled children and young people aged 0 -25 years.

From September 2014, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area and in the school.

Under the new system there will be a much clearer emphasis on offering help at the earliest possible point, with children and young people with SEND and their parents or carers fully involved in decisions about support and how they can seek advice.

Grange Park Infant and Nursery School Special Educational Needs and Disability Information Report

Grange Park Infant and Nursery School is a four form entry school situated in Hayes for children aged 3 to 7 years old. We have a well resourced Nursery for 120 part-time children.

Every child at the school is offered equal and fair opportunities to succeed. Intervention strategies adapted to the curriculum and differentiated planning means that the children can reach their potential.

Curriculum entitlement for all pupils remains a guiding principle in the school's Accessibility Plan.

Rigorous use of tracking data is used to monitor the progress all pupils make and barriers to learning are identified as early as possible. The tracking ensures that any discernible underachievement is addressed and interventions are put in place.

If you believe your child has a special educational need or disability then please get in touch with school as soon as possible and we will work together

to support your child. In the meantime we have thought of some questions and provided answers for parents and carers to help you.

How does the school know if my child needs extra help?

At Grange Park Infant and Nursery we monitor all the children's progress by tracking the children's progress every half term. The teachers meet with the head teacher or the deputy head each term to discuss the progress the children are making.

Parents and carers can also raise concerns as well as teachers and learning support assistants, the child's previous school, nursery setting or playgroup.

Outside agencies such as paediatricians, health visitors, speech and language therapists and educational psychologists may let the school know if a child has accessed their service through a previous school or agency.

We will know if your child has special educational need if;

- They are performing below age expected levels
- They have had a period of receiving a differentiated curriculum within class, period of support from interventions groups such as the learning library, phonic groups and other strategies have been tried with no significant impact on progress
- There is a change in the pupil's behaviour or there are behaviour concerns
- Concerns are raised by parents/ carers, external agencies, child's previous setting

What should I do if I think my child may have special educational needs or needs extra help?

Contact your child's class teacher who is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need and for letting the Special Educational Needs/ Disabilities Co-ordinator know as necessary.

You can also contact the Special Educational Needs/ Disabilities Co-ordinator, Miss R Commerford. Her role is to develop and review the school's SEND Policy; co-ordinate all the support for children with SEND and ensure that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is receiving
- Involved in reviewing how your child is progressing
- Liaising with all the other people who may be supporting your child's learning including outside agencies and services
- Updating the SEN register to ensure that all SEND children are known to the school in order to plan resources and support for them
- Providing and arranging specialist support when required

You can contact the Head teacher, Mrs Thapar who has responsibility for the day to day management of all aspects of the school, this includes the support for children with SEND. The Head teacher will give responsibility to the

SENDco and class teachers, but is still responsible for ensuring that your child's needs are met. The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Pai can be contacted via the school email address: grangepkinf@gpin.school

She is responsible for making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 0203 886 0887

School email: grangepkinf@gpin.school

How will I know how Grange Park Infant and Nursery School supports my child?

Class teacher input and targeted classroom teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is built on what your child already knows, can do and can understand
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning
- That specific strategies (which may be suggested by the SENDco) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help her/him make the best possible progress.

Specific group work

Interventions which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA)
- Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDco/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from the Speech and Language Therapist, Occupational Health Service, the Sensory Service (for students with a hearing or visual impairment). Outside agencies such as the Education Psychology Service may also be involved.

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided through a, Education & Health Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching
- This type of support is available for children with specific barriers to learning due to their Special Educational Needs/Disability.

Your child will also need specialist support in school from a professional outside the school. For your child this would mean:

- The school (or you) can request that Local Authority Services 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.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Education Health Care Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small group work with others as well as your child.

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

All work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Typically this might mean that in a lesson there would be four to five different levels of work set for the class, however on occasions this can be individually differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

Appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.

How will I know how my child is doing?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or the SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

You will also be able to discuss your child's progress at Parents Evenings.

Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher by visiting the school office.

If needed a pupil may be given a communication diary in which messages can be exchanged between adults working with your child in school and yourself. If a pupil has an Individual Educational Plan these will be reviewed with the pupil, teacher and parents each term and new targets will also be agreed at this meeting.

How will you help me to support my child's learning?

The SENDCo will share your child's Individual Education Plan with you. We will review your child's Individual Education Plan regularly, and invite you in once a term to discuss progress at Parent's Evening with the class teacher. You can make an appointment to see the class teacher, SENDCo or the head teacher at a mutually convenient time to discuss your child's progress and future targets.

We have a comprehensive programme of support within school to help meet your child's needs. We have a Learning Mentor for the Foundation Stage and for Key Stage 1, and a Family Support Worker to support children's emotional, social and behavioural needs. We have two teaching assistants who work full time out of class to run intervention groups. An experienced teacher works three days in our long standing Learning Library Programme to help children catch up on reading skills.

Some children have 1:1 support because they have an Educational and Health Care Plan or because they are undergoing a period of assessment to have an Educational Health Plan.

Outside agencies such as Educational Psychologist, speech and language therapist, the Child Development Centre and School Nurse from Health can support parents with advice.

We can put parents in touch with the Parents Partnership Agency that supports parents with their SEND.

What support will there be for my child's overall Well-Being?

At Grange Park Infant School a child's well being is supported at different levels and in many ways. We have a whole school approach to Well -Being and it spans over a number of curriculum areas. Please see our Personal Health Social Education Policy.

We follow the DFE programme, Social, Emotional Aspects of Learning (SEAL) throughout the school.

We have a whole school approach to managing the children's behaviour through the Golden Rules.

We have met the government standards to gain the Bronze and Silver Award as a Healthy School.

Children are encouraged to work across all ability levels and support each other through collaborative work.

We have a strong inclusive ethos that is shared by everyone at the school.

Pupils with medical needs

If a pupil has a diagnosed medical need then a detailed Individual Health Care Plan is compiled by the SENDCO after consultation with the Welfare Assistant, School Nurse, Health Visitor, hospital and General Practitioner in consultation with parents/carers. The care plans are discussed with all staff who are involved with the pupil.

Staff will receive regular asthma/epipen training delivered by the school nurse and any other training as and when it is required.

Where necessary and in agreement with parents/carers medicines are administered in school but only after parents have signed an agreement giving the school permission to do so.

What specialist services and expertise are available at Grange Park Infant and Nursery School or accessed by the school?

We have a full time Welfare Assistant and currently 12 members of staff are trained as First Aiders.

At times, as mentioned earlier it may be necessary to consult with outside

agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- CFACS(Child, Family & Adolescent Consultation Service)
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Welfare Officers
- Local Authority SEN Support Services
- Service for Sensory Impairment (Hearing/Vision)
- Social Services
- Child Development Centre (Hillingdon Hospital)
- Occupational Therapy Team
- Speech and Language Therapy Team
- Educational Psychology
- Behaviour Support Services
- School Nurse

What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND. These have included sessions on:

- How to support pupils with Speech, Language and Communications Needs
- Language Link Assessment to identify speech and language needs early
- Attention Hillingdon Programme
- How to support pupils with dyslexia
- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional, behavioural needs including ADHD.
- Behaviour Management
- Manual Handling
- Team Teach Training

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all activities
- Health and safety risk assessments are undertaken for some children
- Teacher / pupil ratios may be increased for some children

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:-

- 3 disabled toilets
- Most external doors are wider doors
- All classrooms have alternative access for children with access difficulties
- Disabled parking bays on site

- Ramps for access to the building

How will the school prepare and support my child when joining Grange Park Infant and Nursery School or transferring to a new school?

Grange Park Infant and Nursery School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Close liaison with feeder playgroups and private nurseries.
- The school has a comprehensive induction process for all new admissions
- Where it is considered needed the school may link up with the child's previous school to support a smooth transition.
- Additional visits are also arranged for those pupils who may need more time in their new school before making the transition for example children with SEND

How are the school's resources allocated and matched to children's special educational needs?

- The school budget, received from Hillingdon LA, includes money supporting children with SEND;
- The Head Teacher and SLT decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school;
- The Head Teacher, the SLT and the SENDCo discuss all the information they have about SEND in the school;
- The children getting extra support already;
- The children needing extra support;
- The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

We ensure that all children who have Special Educational Needs and Disabilities have every opportunity to succeed through a differentiated curriculum enabling all children to access resources, facilities and teaching appropriate for their needs.

How is the decision made about how much support my child will receive?

If your child has an Education Health Care Plan, it will specify how much support time your child will need and the school will ensure that they receive

their entitlement.

If your child has an Education Health Care Plan we will also arrange an Annual Review meeting with you and the other professionals involved.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be planned alongside and in discussion with all those involved with the pupil including parents and carers.

How will I be involved in discussions about and planning for my child's education?

We will involve you throughout the decision making process, give you guidance on how to support your child at home and complement the work of the school and other professionals involved.

All parents/carers are encouraged to contribute to their child's education. We understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in the decision making process.

This may be through:-

- Discussions with the class teacher
- During parents evenings
- During discussions with The Inclusion Team and other professionals, including the Head teacher
- Parents/carers are encouraged to comment on their child's individual targets with possible suggestions that could be incorporated.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following in this order:

- Your child's class teacher
- The School SENDCo
- The Head teacher
- The Deputy Head Teacher

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.