

Grangefield School Special Educational Needs Information Report September 2015

Our Values

'We want every child to be safe and happy in our school and believe that everybody has the right to:

- feel safe, cared for and respected
- be able to learn to the best of their ability and to fully develop whatever skills they possess
- be treated equally irrespective of gender, race, physical characteristics or any other factors
 - learn and play without disruption.'

Grangefield School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school. As such, provision for children with SEN is a matter for the school as a whole. All teachers are teachers of children with SEN. The Governing Body, Headteacher, Inclusion Manager and all other members of staff have important responsibilities. By working in partnership through innovation, creativity and challenge, our children will become successful motivated citizens who are equipped to face the challenges of the future.

Our aims

- To provide a first class education to families with primary aged children from Bishops Cleeve and the surrounding villages.
- To offer a caring, secure school that promotes strong values where children learn respect for themselves and others and where good behaviour is the norm.
- To be a place where children and adults feel they make a contribution and are valued as individuals.
- To work in partnership with children, parents, staff, governors and the community.
- To enable all children to do their best in body, mind, heart and spirit, so that they can make their best contribution to society.

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Our values

- ***Friendship***

Respect

Responsibility

Honesty

Trust

Excellence

Determination

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share and demonstrate our values.

Grangefield has 227 pupils from 4-11 years old. Our Ofsted rating is 'Good' and our most recent inspection was October 2012. If you would like to read or download the Ofsted report in full: <http://grangefield.gloucs.sch.uk/welcome-to-grangefield-school/ofsted-report/>

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What kinds of special education needs are provided for at our school?

We support pupils with a wide range of needs and will make all reasonable adjustments to ensure they are included in all aspect of school life. The broad areas of need which we provide for are:

Communication and interaction

Children with speech, language and communication needs who may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers. This includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, for example becoming withdrawn as well as displaying challenging behaviour. They may also have disorders such as attention deficit disorder, or attention deficit hyperactive disorder.

Sensory and/or physical needs

Some children need SEN provision because they have a disability which prevents or hinders them from making use of school facilities. These include hearing impairment, vision impairment or a physical disability.

How does our school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service

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- Health diagnosis through a paediatrician
- Liaison with previous school or setting

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact:

Headteacher: Mrs Karen Lewis

Inclusion Manager: Mrs Andrea Mills

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

- The class teacher will meet parents twice a year for Parent's Evening to discuss your child's needs, support and progress.
- If your child is part of the Achievement for All programme or on SEND register then the class teacher and/or the Inclusion Manager will meet parents four times a year to discuss your child's provision and their targets.

How will school support my child?

- Our Inclusion Manager oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher and Inclusion Manager will write a My Plan to set out specific targets for your child and include the support your child is receiving and evaluate the success of any interventions.
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

How do teachers match the curriculum to an individual child's needs?

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this

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might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

Your child's class teacher in discussion with the Inclusion Manager will decide how much and what type of support your child needs.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council. Meetings are also held with curriculum leaders and members of SLT to ask the children's views on aspects of school life, as appropriate.
- Children who have My Plans or AfA plans discuss their targets with their class teacher and/or the Inclusion Manager. Key Stage 1 children with plans and all Key stage 2 children also write a Pupil Portrait at the start of each year which help share personal information in order to help those working with them understand their motivation, preferences, goals and self-image.
- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

What additional support for learning is available for my child?

Your child's class teacher and the Inclusion Manager will decide what additional support your child receives. Support may be in class during lessons, or withdrawn from class in small groups or 1:1. Withdrawal sessions may include interventions such as 'Write from the start' for handwriting, 'Dancing Bears' for phonics, 'Between the lines' or 'Language for Thinking' for comprehension, 'Talk Boost' for communication and language and many other applications on the Learn Pads to support all areas of learning.

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What specialist services and expertise are available at or accessed by the school?

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include:

- GP
- School Nurse
- Clinical Psychologist
- Paediatrician
- Speech & Language Therapist
- Occupational Therapist
- Physiotherapist
- Educational Psychologist
- Advisory Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services.

The 'Gloucestershire Local Offer' is available at <http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer>

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly 'Pupil Progress Meetings'. In this meeting a discussion takes place about the progress of all pupils and those pupils experiencing difficulties are identified and decisions are made regarding further support can be given to aid their progress.
- When a child's My Plan or AfA is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

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What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress with your child's class teacher at the meetings as outlined earlier in this document.
- You are also welcome to make an appointment at any time to meet with either the class teacher, Inclusion Manager or Headteacher and discuss how your child is getting on.

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

- The class teacher or the Inclusion Manager can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared if appropriate.
- If your child is on the Special Needs register they will have a My Plan or My Plan + which will have individual / group targets which will be discussed with you at the meetings. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress, in addition to the meetings previously outlined.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

How does the school judge whether the support has had an impact?

- By reviewing children's My Plan targets termly and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary.
- The child is making progress academically against national/age related expectations.

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- Verbal or written feedback from the teacher, teaching assistant, parent and pupil.
- The class teacher and the Inclusion Manager will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential. Children may be taken off the Special Educational Needs register when they have made sufficient progress.

How accessible is the school environment?

- The main school building is wheelchair accessible.
- There is one access toilet, which are large enough to accommodate changing and personal hygiene care.
- Please see the school's Accessibility Plan for further information, this can be accessed: <http://grangefield.gloucs.sch.uk/wp-content/uploads/2013/03/Accessibility-Plan-2015.pdf>

What activities are available for my child in addition to those which are part of the curriculum?

We have a wide range of clubs run by internal and external staff which take place during lunch times and after school. We encourage all our pupils to join these clubs and wherever possible we adapt them to ensure accessibility.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- The children's entrance is staffed by members of staff who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore

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this should be your first point of contact. If further support is required the class teacher liaises with the Headteacher or Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health, Advisory Teaching Services, Speech and Language Services and Educational Psychology Service.

- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining hall. Children are not rushed to eat their food.
- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- We have a positive approach to behaviour management with our clear Ubacup Behaviour policy that is followed by all staff and pupils and displayed prominently throughout the school. We are an inclusive school and we make every effort to include all pupils. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the school office. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.

What training have the staff supporting children with special educational needs, had or are currently having?

- All staff are encouraged to attend relevant CPD courses in order to be able to support all children and their needs.
- The Inclusion Manager has the National Award for SEN Co-ordination and has completed training to support many areas of need including Speech, Language and Communication Needs, Autism, Dyslexia, Dyscalculia, Dyspraxia, Behavioural and emotional needs.
- Our Family and Child support advisor is currently undertaking an introduction to Counselling course to support the needs of our vulnerable families.

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

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How are parents involved in school life?

- We have an open door policy, parents are encouraged to come in and talk to us if they have any concerns.
- We have 'Curriculum Evenings' during which parents are invited to offer their comments and opinions.
- We have themed curriculum days, for example RE days and Art Skills days.
- Parents are also welcome to help out as volunteers.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and performances.

How are the Governors involved and what are their responsibilities?

- The SEN Governor is Mr Philip Johnson
- The Inclusion Manager reports to the SEN Governor every term to inform him about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEN Governor reports to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.

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- You could also arrange to meet with Inclusion Manager or Headteacher.
- Find further information in our Special Educational Needs policy on our website.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting with us.
- The EYFS teachers arrange to visit all children joining the school in Reception.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When appropriate we write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them to the new school, this may involve additional visits with support staff and/or parents to ensure smooth transition.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

Who should I contact if I am considering whether my child should join the school?

Contact the School Office, to arrange a meeting and tour of the school.

If your child has a special educational need or a disability you could contact the Headteacher who will discuss how the school could meet your child's needs.

Further links and information: <http://grangefield.gloucs.sch.uk/welcome-to-grangefield-school/school-policies/>

SEN Policy

SEN Local Offer

Medical Policy

Complaints policy

Equality policy

Accessibility Plan

Behaviour Policy



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Our offer to children with special educational needs and disabilities was prepared in July 2014 and revised in September 2015.

This report was written in April 2015, reviewed in September 2015 and will be reviewed again in September 2016.