

Grange Park Primary School  
Special Education Needs Information Report

Grange Park Primary School is part of the  
Enfield Learning Trust



## How we support children with special education needs or disabilities

### Our Vision:

Grange Park Primary School transforms lives by ensuring our pupils make excellent progress, seize opportunities and develop skills to become successful citizens of the future. Our innovative curriculum is designed to inspire pupils to learn. Our inclusive ethos, and the support we offer families, ensure we have high standards for all.



Grange Park has always had a nurturing ethos throughout the school, our children's well-being and happiness in their education with us is paramount.

Our Ofsted rating is 'Good'.

Our most recent inspection was 12 March 2014. The full report can be downloaded from our Ofsted's website, please click the following link for further information.

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102016>

## 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 related expectations.
- Concerns raised by parent and consultations with them.
- 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.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.
- Through our 'observation, assessment, plan, do, review' cycle.



## 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 Karen Ayres, SENCo and Assistant Head Teacher for Inclusion at our school.

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



## How will the school support my child?

- Our SENCo 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 or in small groups to ensure that progress in every area is made.
- The class teacher and SENCo will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given a Learning Support Plan with specific targets so that it is easy to track progress.

There may be a Learning Support 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 start.



- Some of the Learning Support Assistants in school specialise in a specific area. These staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- We also have a lead teaching assistant for speech, language and communication. Some of our children with language difficulties use symbols, Picture exchange communication (PECs), colourful semantics or iPads to help them communicate their needs.



## How is the Local Governing Board involved and what are their responsibilities?

- The SENCo reports to the Local Governing Board every term to inform them 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 role of the Local Governing Board is strategic and not operational although it is wide-ranging and covers a number of key aspects of school life which need to be monitored regularly. However, ensuring that the school is doing all it can to provide a broad and balanced curriculum which supports the needs of all pupils lies at the heart of the Local Governing Board.
- The Local Governing Board monitors the school's activities in SEND. Local Governor visits focus on monitoring how learning barriers are overcome through targeted support and care, so that pupils with special educational needs and/or disabilities are able to thrive within a mainstream education.

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

- Classwork is pitched at an appropriate level so that all children are able to access it according to their specific needs. On some 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 own level.

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

The class teacher and the SENCo will discuss the child's needs and what support would be appropriate.

Different children will require different levels and types of support in order to help them make progress and achieve their potential.



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

- By reviewing children's outcomes termly on Learning Support Plans and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the outcomes will be given to the parent.
- The child is making progress academically against national/age related expectation, discussed at Progress Meetings, attended by Class Teachers, SENCo and the Deputy Headteacher for Assessment.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.
- 

## 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 at termly Learning Conversations.
- You are also welcome to make an appointment at a mutually convenient time to meet with either the class teacher or SENCo to discuss how your child is getting on.



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

- The class teacher or the SENCo 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 your child is on the special needs register they might have a Learning Support Plan (LSP) which will have individual or group outcomes. This will be discussed with you on a termly basis and you will be given a copy of the LSP. 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 an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- The class teacher will implement the recommendations from external agencies e.g. a speech and language therapy report and these 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.
- We also invite parents to 'Come Learn with Me' events in school, where parents participate in learning activities.



## 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, including National Curriculum levels and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those children experiencing difficulties and what further support can be given to aid their progress.
- When a child's LSP is reviewed, comments are made against each outcome 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.



## How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the welfare assistant and SENCo in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

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

- We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. 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 attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Local Governing Board.

Good class attendance is rewarded through a special mention in weekly achievement assemblies.



- 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.
- In the event of 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.

## 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 Parliament.



Our Learning Quest enables pupils to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning.

- Children who have Learning Support Plans (LSP) discuss their targets with their class teacher.
- If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

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

- We also 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, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, and Social Worker.
- The 'Enfield Local Offer' is available at [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

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

- All of our Learning Support Assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- We have a member of staff who has had training in delivering Speech and Language programmes planned by a Speech and Language Therapist.
- A number of teachers and teaching assistants are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded)
- Some Learning Support Assistants are trained to deliver Tiger Teams sessions, an intervention to help develop gross motor skills.

## 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 and 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.



## How accessible is the school environment?

- The ground floor of the main school building and both floors in the year 5/6 hub are wheelchair accessible.
- There are 3 disabled toilets, which are large enough to accommodate changing and personal hygiene care.
- The school building is decorated and maintained to support children who are visually impaired or have ASD.
- Two playgrounds have shaded areas to support pupils with light sensitivity.

## 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.
- 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.
- 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.
- 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 an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.



## How are parents involved in school life?

- We have 'Come Learn With Me' days, which give parents the opportunity to see and participate in their children's learning and offer their views on the day to day school life.
- Parents are also welcome to help out as volunteers, for example listening to readers.
- 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 concerts.



## 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.
- You could also arrange to meet with the SENCo.
- Look at our Special Educational Needs policy on our website.
- Enfield SENDIASS is an organisation that provides independent advice and support for families – 0208 373 2700 or [enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)

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

- Contact Debbie Miller, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCo who will discuss how the school could meet your child's needs.

**Our offer to children with special educational needs and disabilities was reviewed in September 2019.**

**It will be reviewed in September 2020.**

