The Grange Primary School's SEND Information Report

Meeting the Needs of Pupils with Special Educational Needs (SEN) and Disabilities (SEND)

Below is the information we are required to provide as set out in the Special Educational Needs and Disability Regulations 2014.

1. What kinds of SEND does The Grange provide for?

The Grange Primary School is a mainstream primary school with seven Specialist Bases providing 70 allocated places for children with Education, Health and Care Plans (EHCPs). The Specialist Bases are an integral part of our inclusive school community.

Within mainstream classes, high-quality adaptive teaching and The Grange Universal Offer are the starting point for meeting additional needs. Where children require further support, the school uses a graduated Assess-Plan-Do-Review approach in accordance with the SEND Code of Practice: 0 to 25 years.

There are four SEND Categories which cover a wide range of barriers to learning:

1. Communication and Interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. At The Grange we support children with learning difficulties including moderate learning difficulties (MLD).
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4. Sensory and/or physical needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning.

- Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Specialist Bases

At The Grange we have a wealth of experience supporting children with a wide variety of Special Educational Needs, both in mainstream and within our Specialist Bases. There are currently seven Specialist Base classes within the school. All children within these classes have an Education, Health and Care Plan (EHCP). To access a place in one of our Specialist Bases, please contact Sefton Council's SEN Team (0151) 9342347.

The Specialist Bases are designated as follows;

Class 7 for children with autism and moderate learning difficulties. The children are EYFS and Key Stage One age.

Class 8 for children with autism and moderate learning difficulties. The children are Key Stage Two age.

Class 9 for children with autism and moderate learning difficulties. The children are Key Stage Two age.

Class 10 for children with Social, Emotional and Mental Health conditions (SEMH) who may also have moderate or specific learning difficulties. Children in Class 10 are Key Stage Two age.

Class 11 for children with Speech and Language difficulties and who are EYFS and Key Stage One age.

Class 12 for children with Speech and Language difficulties. The children are Key Stage Two age.

Class 14 is our Social Communication Specialist Base for children with identified social communication needs in Key Stage One.

2. How does The Grange know if children need extra help?

We know if children need extra help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress in being made
- There is a change in the child's behaviour or progress
- A child has an EHCP when they arrive at The Grange
- A child has been seen by other professionals and have a programme of support in place e.g. Occupational Therapy (OT)

3.What should I do if I think my child has special educational needs?

Speak to your child's class teacher in the first instance.

You may subsequently be referred to Mrs Bold (SEND Manager), Miss Gordon (Assistant SEND Manager) or Miss Cass (Assistant SENCO). Parents/carers can leave a message with the school front office and a member of the SEN team will get back to them. You can also contact the SEND team at sendco@thegrangeprimary.org.

4. How will I know how The Grange will support my child?

- Each child's education programme will be planned by the class teacher, who remains responsible for the progress and development of every child in their class. High-quality adaptive teaching and The Grange Universal Offer are the starting point. Where additional support is required, this may include reasonable adjustments, targeted resources, teacher-led interventions or support from the class teacher or teaching assistant(s).

- Children in mainstream that have been identified as having a SEND will have a SEN Support Plan. Parents/Carers will meet with the child's class teacher and SENCO to discuss the child's barriers to learning and the strategies that have been put in place to support these. Parents/carers will be invited to attend a review meeting each term (this meeting may be included as part of a parent consultation evening appointment)
- Provision Maps are written each term (Autumn, Spring and Summer terms) which show the general class provision and the interventions provided for specific children to reduce their barriers to learning. If you would like a copy of your child's provision map, please speak to a member of the SEND team.
- Teacher-led interventions are used where assessment identifies a specific barrier to learning. They complement classroom teaching and are reviewed for impact. The school also uses IDL, where appropriate, to provide targeted literacy and/or numeracy support.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership team (SLT) to discuss the progress of each child in their class.
- Occasionally a child may need more specialist support from an outside agency such as a Paediatrician. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors are responsible for ensuring a named person is responsible for monitoring support for SEN. These are as follows:
- The Link Governor for SEND is Annmarie Read.

  Mrs Bold—Deputy Headteacher and SEND Manager

  The termly Headteacher's Report includes a section on SEND provision throughout the school and provides all Governors with information about any developments in SEND support.

5. How will the Curriculum be matched to my child's needs?

- When a child has been identified as having special educational needs, high-quality adaptive teaching remains the first response. Activities, resources, teaching strategies and the learning environment are adapted and reasonable adjustments are made so that the child can access a broad and ambitious curriculum, participate in school life and work towards appropriately challenging outcomes.
- In mainstream, if a child has been identified as having a SEND, they will be given a SEN Support Plan. Parents/Carers will meet with the child's class teacher and SENCO to discuss the child's barriers to learning and the strategies that have been put in place to support these. Parents/carers will be invited to attend a review meeting each term (this meeting may be included as part of a parent consultation evening appointment) Appropriate specialist equipment may be used to support a child's area of need e.g. writing slopes and pencil grips.

6. How will I know how my child is doing?

- You will have the opportunity to discuss your child's progress during Parent Consultation Evenings. Individual invitations will be sent out to parents/carers and a ten-minute time slot will be allocated to each child.
- If you would like to make an appointment to see your child's class teacher, please contact the school office or class teacher directly.
- Appointments can also be made to speak to Mrs Bold (SEND Manager) at the school office or by ringing (0151) 9247917.
- If you have any concerns, do not hesitate to phone the school.
- Parents/Carers of children in mainstream that have a SEN Support Plan will be invited to attend a review meeting each term (this meeting may be included as part of a parent consultation appointment)
- For any children with an EHCP, an Annual Review will be held to discuss progress. You will be provided with a review report before the meeting and you will be given a parents' comments form to fill in. Where appropriate children will have a chance to express their opinions as to how they

feel they are getting on at school. Other professional that have worked with your child may also attend the meeting.

7. How will you help me to support my child?

- The class teacher may suggest ways that you can support your child at home.
- A member of the SEND team may meet with you to discuss how to support your child. Any outside agencies involved with your child may also provide advice which will be discussed with you and sometimes programmes will be provided.
- In mainstream, if a child has been identified as having a SEND, they will be given a SEN Support Plan. Parents/Carers will meet with the child's class teacher and SENCO to discuss the child's barriers to learning and the strategies that have been put in place to support these. The plan will be reviewed each term (Autumn, Spring and Summer term).
- For any children with an EHCP, an Annual Review will be held to discuss progress. You will be provided with a review report before the meeting and you will be given a parents' comments form to fill in. Where appropriate children will have a chance to express their opinions as to how they feel they are getting on at school. Other professional that have worked with your child may also attend the meeting.

8. What support will there be for my child's overall wellbeing?

- The Grange ethos ensures that every child is respected, cared for and supported to feel that they belong in our school community. We recognise that wellbeing, attendance, engagement, participation and achievement are closely connected.
- Children are supported throughout the school day by their class team. At playtimes and lunchtimes, teaching assistants and teachers supervise and are available to address any disputes or concerns.
- Any issues that arise in school will be discussed with you by a member of the class team or our Pastoral and Attendance Support Officer, Miss Danielle Dolan.
- Where SEND creates barriers to attendance, school works with the child, parents/carers and relevant professionals to understand the barriers, make reasonable adjustments and agree appropriate support to improve attendance and participation.
- Pupil voice, including One Page Profiles, helps us understand children's views, strengths, barriers, engagement and sense of belonging. This information is considered alongside attendance, wellbeing, behaviour and attainment information when support is reviewed.

9. How does The Grange support children with medical needs?

- If a child has a medical need that requires a care plan, this will be compiled with support from the school nurse in consultation with parents/carers.
- Where necessary staff will receive training from an appropriate professional e.g. Diabetes / Epilepsy Nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Key persons in school have First Aid training. Key staff in Early Years Foundation Stage have Paediatric First Aid training.

10. Is my child consulted about their SEN and their education?

- All children have an input in identifying and evaluating their own learning targets. Children with additional needs may be supported with this.
- For any children in mainstream with a SEN Support Plan, a meeting with parents/carers will be held each term. Children will be asked to complete One Page Profile at the start of each academic year. This will incorporate information about the child's learning styles and give the child an opportunity to express their own feelings about their education. Where necessary, this may be scribed for the child.

- For any children with an EHCP, an Annual Review will be held to discuss progress. You will be provided with a review report before the meeting and you will be given a parents' comments form to fill in. Where appropriate children will have a chance to express their opinions as to how they feel they are getting on at school. Other professionals that have worked with your child may also attend the meeting.

11. What specialist services and available to support my child?

The agencies used by The Grange include:

SENIS

Educational Psychologist

Inclusion Consultant

School Nurse

Nurse Specialists e.g. autism, ADHD, Diabetes and Continence

Child and Adolescent Mental Health (CAMHS)

Mental Health Support Team (MHST)

Well Young Persons

Social Services

Speech and Language Therapy

Physiotherapy

Occupational Therapy

Visual Impairment Services

Hearing Impairment Services

If you would like to be signposted to any support services for parents/carers of pupils with SEND, these can be obtained from Mrs Bold.

12. What expertise and training do staff supporting children with SEN have?

At The Grange Primary School there is a wealth of SEND expertise and qualifications across staff teams. SEND is a whole-school responsibility. Staff access ongoing professional development in SEND, inclusion and adaptive teaching, and good practice is shared across mainstream and Specialist Base teams.

Rigorous recruitment procedures ensure the most suitable staff are appointed.

Team Teach training is provided to relevant staff to support a consistent, positive approach to de-escalation, behaviour support and safe practice in line with school policy.

13. How will school prepare and support my child when joining The Grange or transferring to a new school?

- Discussion between previous or receiving settings prior to a child joining or leaving.
- All children attend at least one transition session where they spend time with their new class.
- Secondary staff visit children prior to them joining their new school and year six teachers liaise with head of year and SENCo at secondary schools.
- For transition to Specialist Bases, on receipt of the SEND paperwork requesting a place, a member of the teaching team or SEND Manager will arrange to visit the child in their current setting and parents are invited to visit The Grange.
- Children that are joining a Specialist Base have personalised transitions which usually include two or more visits and photographic information as necessary.

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

- Risk assessments are carried out and reasonable adjustments are made wherever possible to enable children to participate in their class trips.

15. How will I be involved in discussion about my child's education?

All parents/carers are encouraged to contribute to their child's education. This may include:

Parents/carers can contact the SEND team by leaving a message with the school front office; a member of the SEN team will respond. The team can also be contacted at sendco@thegrangeprimary.org.

- Discussions with class teacher (at Parent Consultation Evening) and where appropriate with SEND Manager.
- Parents/Carers of children in mainstream that have a SEN Support Plan will be invited to attend a review meeting each term (this meeting may be included as part of a parent consultation appointment)
- For any children with an EHCP, an Annual Review will be held to discuss progress. You will be provided with a review report before the meeting and you will be given a parents' comments form to fill in. Where appropriate children will have a chance to express their opinions as to how they feel they are getting on at school. Other professional that have worked with your child may also attend the meeting.

16. What are the arrangements for handling complaints for children with SEND?

- If you have a concern about your child's SEND provision, please speak to the school front office and leave a message. A member of the SEN team will get back to you. You can also contact the SEND team at sendco@thegrangeprimary.org.
- If your concerns are not satisfactorily resolved, you should arrange a meeting with Mr Evans (Head of School).
- If you remain unsatisfied, please contact the Chair of Governors, Becky Malvern.

Reviewed: Autumn 2026

Approved by: Governing Board Date:

Signed by Chair

Next review: Autumn 2027