



Grove Road Primary School

SEN Information Report

Grove Road Primary School is a family school in which every member of our community is supported to reach their full potential.

	Question	School response
1	<p>a) How does the school know if children need extra help?</p> <p>b) What should a parent do if they think their child may have special needs?</p>	<ul style="list-style-type: none"> • When any member of our staff has concerns about a pupil, they raise them with the Leadership team or Inclusion Leader who may offer support. • Class teachers, subject leaders and the senior leadership team track the progress of our pupils closely so we can quickly identify pupils who may benefit from extra support. • Pupils themselves can also ask for extra support and help. • Parents should bring concerns or information about their child’s needs to the class teacher. • If you think your child may have special educational needs, please see the class teacher initially. • You can also contact the Inclusion Leader - Mrs Natalie Parsons or head teacher Mrs Lyn Gray via the school office.
2	<p>a) How will school staff support a child?</p> <p>b) Who will oversee, plan work with children and parents?</p> <p>c) How often will this happen?</p>	<ul style="list-style-type: none"> • Senior staff and governors monitor the quality of the support given to pupils with special educational needs • Class teachers are responsible for the children’s learning and will be able to explain what is happening for your child. • Extra support, which is additional to and different from the usual classroom experience, is planned by the class teacher with the SENCo and/or Specialist teachers. This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or learning support assistant (LSA), in a small group or 1:1. • All additional support is overseen and co-ordinated by the Inclusion Leader.

	<p>d) Who will explain to parents what is happening for the child?</p>	<ul style="list-style-type: none"> • Our school maintains a provision map which shows the range of interventions in place, which we use to support children. • All interventions are monitored closely for impact by the Inclusion Leader and are modified when necessary. • Additional support may also take the form of specialist equipment or facilities. • Governors are also responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND (Special educational needs and disability) and they receive reports from the Inclusion Leader on the progress of pupils with SEND. • <u>•</u> Talk to your child’s class teacher or make an appointment at the office to see the Inclusion Leader if you would like to know more about your child’s additional support. • Once a child has been identified as having SEND, the class teacher will discuss this with parents at parents evening to formally let them know that your child is being placed on the SEND register; discuss assessments that have been completed and agree a plan and provision for the next term. • As part of the graduated approach cycle of ‘Assess, Plan, Do, Review ‘required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents - and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term
3	<p>a) How will the curriculum be matched to a child’s needs?</p> <p>b) What is the schools approach to differentiation?</p>	<ul style="list-style-type: none"> • All of our classrooms are inclusion-friendly. • Our ASC Centre can be used for children with long-term difficulties in the autistic spectrum affecting their access to the curriculum. There will have been previous involvement from agencies including educational psychology, and CAMHS or the Child Development Team, confirming a diagnosis of ASC. • We expect all our teaching staff to deliver high quality lessons and ensure that every child can access the curriculum and is supported to do so. They will adapt lessons and resources matched to children’s ability. • High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils’ ability. • Learning opportunities are designed so that all pupils in the class can take part. • In some lessons, pupils are grouped with others that are working on similar targets.

		<ul style="list-style-type: none"> • Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs. • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress. • Teachers are regularly provided with training to support them in providing for pupils with SEND. • We have strong links with specialists in SEND who come in to our school to support staff in ensuring all pupils can access the curriculum.
4	<p>a) How will both the school and parent know how a child is doing?</p> <p>b) How will the school support parents to help their child's learning?</p> <p>c) When will parents be able to discuss a child's progress?</p>	<ul style="list-style-type: none"> • At pupil progress meetings children who are making less than expected progress despite high quality teaching are identified. Senior leaders decide what intervention groups will take place in the school and allocate children according to needs. Aims and outcomes are defined at the start and are monitored for impact. • Regular and robust monitoring of pupils progress takes place termly. Children requiring additional support are identified. Parents will be informed so that they may support their child at home. • Each child with SEND will receive termly support plans identifying the areas needed to be worked on with clear targets for success. At the end of each term these plans are reviewed with the parents and new targets set. • Parents meetings for all children are held in the autumn and spring terms and a written report goes out in the summer term. Children with Education, Health and Care Plans (EHCPs) have an annual review meeting roughly one year from the date of the last review or creation of the EHCP. This will be in the Spring term for pupils in Year 5. • Parents receive a curriculum newsletter every term that details what their child will be learning in class with ideas for how they can support children at home. • If appropriate, homework may be personalised for a child with special needs. • A home-school agreement will tell you what we expect from parents and pupils. • When agencies from outside school have been involved, they usually provide suggestions and advice that can be followed up at home. This information will be shared with the parents/child and will be built into the Learning Support Plan.

		<ul style="list-style-type: none"> • <u>Parents</u> are welcome to make an appointment to see the class teacher or other relevant members of staff at other times. • We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved in the planning and reviewing of SEN provision for their child.
5	<p>a) What support will there be for a child's overall well-being?</p> <p>b) Pastoral, medical, social emotional in and out of school?</p>	<ul style="list-style-type: none"> • At Grove Road Primary School all staff have responsibility for the welfare of the pupils. All staff are trained to support the medical needs of pupils including those with allergies. Medical care plans are used where appropriate, for example when a child needs to be given medicine in school, you will need to speak with the front office. • Safeguarding and child protection procedures are in place. The Designated Safeguarding lead is Mrs Lyn Gray. • Our behaviour policy is followed by all staff and can be downloaded on our school website. • All pupils are supported with their social and emotional development through the curriculum, assemblies and playtimes. We have implemented a well-being curriculum which supports understanding our mental health. • Pupil voice is central to our ethos and this is encouraged in a variety of ways such as school council, peer mediators and house captains. • Interventions are in place to help some children with life skills, these include social skills, Drawing and Talking, individual mentoring sessions or a play therapist where appropriate. • We have A Mental Health First Aider in school and all staff have been trained in supporting Mental health and well-being. • Two members of staff are trained ELSA's (Emotional Literacy Support Assistant). • Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to the school office if you would like more information about attendance. • <u>We</u> have a strong links for transition with our local feeder schools. • A range of pastoral support is offered to all children.
6	What specialist services and expertise are available or accessed by the school?	<ul style="list-style-type: none"> • Sometimes we need to consult an outside agency for their more specialist expertise due to less than expected progress being made despite evidence based support and interventions by the school. The agencies consulted include: <ul style="list-style-type: none"> • The Early Intervention Service (specialist learning and behaviour advisory teachers)

		<ul style="list-style-type: none"> • The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs) • The Educational Psychology Service • CAMHs (Child and Adolescent Mental Health Service) • Social Services • Early Help Hounslow (Family services, rest bite care, parenting support) • Heart of Hounslow Health Centre (Paediatricians, Speech and Language Therapists and Occupational Therapists) • WPES (Woodbridge Park Education Services) • We obtain parental permission before referring a pupil to an outside agency for support with their learning. • We share the outcomes of specialist support with parents and incorporate their advice into the Learning Support Plans alongside the agreed outcomes, deadlines for review/completion • We have a play therapist in school half a day a week. • All external partners we work with are vetted in terms of safeguarding.
7	What training will the staff supporting children and young people with SEND have had or receive?	<ul style="list-style-type: none"> • All staff are trained in teaching pupils with special educational needs through whole staff training sessions. Individual staff members have also undertaken additional specialist training in a range of areas, including speech and language work and TEACCH. • <u>Our</u> Inclusion Leader has completed the mandatory National SENCO Award and is a qualified and experienced teacher. • We have 10 specialist teaching assistants who work with the children within the mainstream classroom where appropriate.
8	How will children be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> • Our outside learning activities and trips are accessible for all our pupils. If necessary, additional adults are arranged to support a pupil with special educational needs or a disability. This information is recorded on the risk assessments that are prepared for all trips. • Our Inclusion Policy promotes all of our learners accessing the curriculum including activities outside of the classroom. • Extra- curricular activities and after-school clubs are open to all pupils with SEND. Additional support maybe given to pupils with SEN by having information about clubs and activities explained to them individually.

9	How accessible is the school environment?	<ul style="list-style-type: none"> • Pupils' specific learning needs are supported through the use of technology where appropriate. • There is a disabled parking space, with a linked path to the school office. • The school is on one level, with wheelchair accessible doorways a ramp to the playground and a disabled toilet. • We value and respect diversity in our school and we build this in to our school's ethos. • All staff and Governors are responsible for the learning environment created, which we endeavour to keep tidy, clear and safe.
10	<p>a) How will the school prepare and support a child to join the school.</p> <p>b) Transfer to a new school or the next stage of education or life?</p>	<ul style="list-style-type: none"> • Induction is important to us and we invest time in welcoming new children and their families to our school. • Year 6 children have transition days at their secondary school and the secondary staff come in and talk to the children in the summer term. Children with SEND are often invited for extra transition sessions. The Inclusion Leader meets the secondary school SENCo's in the summer term. • All the information on children with SEND is passed on to the new setting. SENCo's will hold meetings with each other to do this. • Our curriculum also helps to support children in changes and moving on. • For those children in the ASC centre, they make require additional transition days or support. This may include pre-visits to the setting (with or without parents), stay and play days or short visits over the course of a few weeks.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The leadership team and governors monitor our finances carefully. • Budgets are closely monitored and aligned to the School Improvement Plan. • We use our resources to support the aims of our school as well as individual learner needs. These resources will include procuring additional equipment and facilities to support children with SEND based on their needs. • Where a pupil needs substantial support, we apply to the local authority for additional funding to meet their needs. We will also request for and/or apply for a statutory assessment for the local authority to consider whether an Education Health and Care Plan is necessary. This is likely to be necessary where the child is not making expected progress despite relevant and purposeful action having been taken by the school.

		<ul style="list-style-type: none"> We regularly measure the impact of our interventions against the cost to ensure we are getting value for money. The school's provision map includes costings.
12	How is the decision made about the type and how much support a child will receive?	<ul style="list-style-type: none"> Each pupil's need is examined and monitored on an individual basis. Initial support is through specific strategies carried out by class teachers. Intervention groups have entry and exit criteria based on more than one factor, and are flexible. Some pupils may need additional support throughout; other pupils may only need it for a short time. The decision on the level and duration of support and intervention will be based on evidence and regular reviews of evidence around progress being made agreed by parents and pupils. For pupils with EHCPs, the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals. For very few pupils, we may request that an assessment for an EHCP be made by the local authority. As above, this is likely to be where despite the school putting in place relevant evidence based support and intervention, the child has not made expected progress. Please ask if you would like more information about this process or information set out in the Local Authority Offer.
13	How are parents involved in the school, and how can they become involved?	<ul style="list-style-type: none"> We welcome and value parent volunteers in our school. Parents contribute to the life of the school through regular classroom help and adult support for one off trips and activities. We have an active Parents and Staff Association (PSA) who organise fundraising activities. We regularly involve parents/carers in discussions about their child's learning through parents' evenings which take place termly. We communicate with parents using a variety of means; these include regular newsletters and information as well as updates on our website. Our Governing body includes parent representatives. We have a parent representative for each class who meet with the Headteacher or Deputy Headteacher once per term.
14	Who can parents contact for further information, or raise concerns?	<ul style="list-style-type: none"> If you think your child may have special educational needs please see the class teacher. You may also contact the Inclusion Leader, Deputy headteacher or the Head teacher via the school office.

		<ul style="list-style-type: none"> SEND IASS is a free, independent and confidential service that supports parents of children with special needs. You can contact them at Hounslow House 0208 583 2607 or alternatively email SENDIASS@hounslow.gov.uk The school has a complaints policy www.groveroadprimary.co.uk which parents can access to make formal complaints about the provision made by the school for their child.
15	How does the school listen to pupils views?	<ul style="list-style-type: none"> We have an active school council where pupils can share their views and ideas. Pupils are involved in policy development where appropriate for example our anti-bullying policy. Pupils' views are taken into account when we plan our work. Our subject leaders interview pupils about their learning. Pupils with an EHCP have their views reflected in the annual review. Pupils take part in regular surveys, for example the Wellbeing Survey.
16	How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?	<ul style="list-style-type: none"> We have an appointed SEN Governor, Farah Mulla who meets with the Inclusion Leader at least termly to discuss the provision of support for pupils with special educational needs and the outcomes of the provision taken by the school. The leadership team present information about pupil progress to Governors on a regular basis, including that of pupils with special educational needs. Governors visit the school regularly.
17	How do pupils gain admission to specialist units/provision on the school site?	<ul style="list-style-type: none"> Entry to the ASC Centre is decided by the SEN panel in Hounslow, not the school itself. All pupils require an EHCP and a diagnosis of ASC (Autism Spectrum Condition) Parents of pupils with ASC are welcome to come and look around the Centre. Please contact the office to arrange an appointment with Mrs Natalie Parsons, the ASC Centre Leader. Applications to the school are made via Hounslow's School Admissions Team who can be reached on 020 8583 272, by email admissions@hounslow.gov.uk or by visiting Admissions at Hounslow House, 7 Bath Road TW3 3EB. If your child has an EHCP, the admissions team will send the application to the SEN section.