

Grangewood SEN Information Report

(This document should be read in conjunction with Grangewood Special Educational Needs & Disability Policy and Grangewood EYFS SEND Policy)

1. Introduction

1.1 Grangewood Independent School has the following values, which underpin all that we do:

- Parents have the primary responsibility before God for educating their children, working in partnership with school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- Commitment to excellence and inclusion in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- The importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.

1.2 It is our aim to raise the aspirations and expectations for all pupils with Special Educational Needs and Disabilities (SEND). Our approach focuses on the outcomes for children not just an allocation of provision and support.

1.3 All students are assessed on entry and placed on a curriculum and level where they can succeed. This assessment period provides us with a baseline and also identifies any learning gaps or areas where the work or a skill has not been fully mastered. Children are closely monitored when they first enter the school and the work prescribed adjusted as necessary.

2 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

2.1 We know when pupils need extra help if:

- Concerns are raised by parents/carers, teaching staff, key workers or the children themselves.
- Limited, or no, progress is being made. The attainment and progress of all pupils are monitored frequently and consistently. Children falling behind age-appropriate expectations will usually be identified through our tracking of pupils' progress.
- There is a change in a pupil's behaviour or progress.
- If you think your child may have Special Educational Needs, your first point of contact is the Class Teacher. Please make an appointment to meet with them.

3 How will school staff support my child?

3.1 If a child is identified as making less than expected progress, their Key Worker or Class Teacher will arrange specific activities targeted at their areas of weakness.

3.2 Targeted intervention will be considered either in a small group or as an individual. Different teaching resources may be used. Interventions would be targetted depending on the need of the child and would be discussed fully with parents, child and SENCo.

3.3 It is the Class Teacher's responsibility to provide for children with SEND in his/her class and to follow the school's procedures for assessing, planning, implementing and reviewing.

4 How will I know how my child is doing?

4.1 Parents of children identified as having SEND meet with the child's Key Worker, Class Teacher or Class Lead, ABA Supervisor and ABA Consultant (BCBA) each term to review their Individual Education Plan (IEP) or Support Plan. This will be a consultation about the progress the child is making and to discuss future SEND targets for the child and how they can be supported with these at home.

4.2 The child's progress may also be discussed at termly Parents' Evenings.

4.3 If you wish to discuss your child's needs at other times, an appointment to meet with your child's key worker, class teacher or Class Lead and ABA Supervisor can be made through the school office.

4.4 The effectiveness of the school's provision for children with SEND is evaluated and reported to the school Governors.

5 How will the learning and development provision be matched to my child's needs?

5.1 A Pupil Profile is written which draws on the Key Worker or Class Teacher or ABA Supervisor's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views. This ensures that any barriers to learning are identified, and effective provision suited to a child's specific needs is implemented.

6 What support will there be for my child's overall well-being?

6.1 The school has a behaviour management policy, a SEND policy and a safeguarding policy, which are available on request from the school office.

7 What training has the staff, supporting children with SEND, had or are having?

7.1 All staff are trained in Paediatric First Aid and Safeguarding. Staff also receive specific SEN training related to current identified needs to ensure a wide, appropriate, up-to-date and balanced level of expertise and knowledge (e.g. of training include: ABA training, Makaton training, sensory circuit training, Team Teach, Attention Autism, and SCERTs training, Developing Communication Skills for children with SEND, etc.).

7.2 The school has two Designated Safeguarding Leads (DSL) for safeguarding concerns.

7.2 The school has two trained SENCos, and staff receive further support and training from Newham Local Area SENCo Team, as well as specialist therapists and professionals.

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

8.1 At times, it may be necessary to consult with outside agencies to receive their specialised expertise. The agencies used by Grangewood include:

- Educational Psychologist
- Occupational Therapist
- Social Care
- Speech and Language Therapist
- School Nurse Team

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

9.1 Your child's Class teacher, Class Lead or Key worker (supported by one of our SENCo's or ABA Supervisor/BCBA) will discuss how you can support your child's learning at their IEP review meeting.

9.2 If outside agencies are involved, they will usually recommend strategies to use at home.

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

10.1 You will be able to discuss your child's progress at Parents' Evenings and Review Meetings.

10.2 When children are first identified as having additional needs, parents will meet with the Key Worker, Class teacher or Class Lead and SENCo to discuss strengths, concerns and needs. Parents of children identified as having SEND meet with the Key Worker, Class Teacher or Class Lead and SENCo each term to review their IEP or Support Plan, and plan their next steps.

10.3 Where possible, children are involved in reviewing their IEP and/or Support Plan targets and planning their next steps.

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

11.1 For all school trips, a risk assessment is undertaken to ensure that each child is kept safe from harm.

11.2 All children with SEND are included on all school trips and when appropriate additional staff will be deployed and parent/carers invited to join the trip.

12 How accessible is the school environment?

12.1 The school would like to be able to accommodate children with some disability but is much restricted by its building. The doorways are narrow and the corridors change width, level and surface covering. There are many changes of ground floor level and very little flexibility for ramps to allow access to wheelchairs. The school would encourage parents to view the buildings and assess for themselves the accessibility

required. Parents may be encouraged to consult the Local Authority and visit other schools in the area which may be better placed for particular needs.

- 12.2** Where possible, reasonable adjustments are made for all children with SEND, where necessary.

13 Who can I contact for further information?

- 13.1** The SENCo, who can be contacted via the school office, is available to meet with you if you have any concerns about your child.

- 13.2** The Local Offer is accessible via the school website.

14 How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- 14.1** SEND support includes planning and preparation for the transitions between phases of education and schools. The level of support offered is dependent on each child's needs, age and development. To support transition, the school will share information with the new schools or other settings where appropriate; and help with transitional visits or meetings. Transition to Grangewood may include a reduced timetable, initially, but all transitions are fully discussed and agreed with all stakeholders to ensure the best possible outcomes for each child.

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

- 15.1** The school fully supports the progress of children with SEND. However, as Grangewood is an independent school and, as such, not locally or centrally funded, any additional provision required to meet specific needs would be borne by parents, unless stipulated within a child's EHC plan.

- 15.2** Although independent, Grangewood parents and children have access to universal services and may have access to specialist services through other means.

16 Monitoring

- 16.1** This report is subject to review every year.

Signed:

Member of Governing Body:

Date:

Chair of Governors:

Date: