

SEND information Report



Introduction

Grove House Primary School is an Inclusive Mainstream School with an Additional Resource Centre (ARC) for children with a vision impairment. We work to ensure that pupils are included in all aspects of learning and school life. We aim to provide a high standard of education which develops and inspires all our children. We are a two form entry school in the Bolton area of Bradford. The proportion of disabled pupils and those with Special Educational Needs (SEND) is below national average. We actively involve parents and carers in all decisions and value their expertise and unique knowledge of their child's needs.

What kinds of Special Educational Needs are provided for here at Grove House Primary?

We make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice:

Communication and Interaction: This includes children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have an extensive range of resources which are used within the school to support Children's Speech, Language and Communication development. We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use a variety of strategies and individual support to enable them to succeed within their classrooms. We also have commissioned the services of a Speech and Language Therapist to work in school for one day each.

Cognition and Learning: We support children with Cognition and Learning Difficulties through Quality First Teaching which includes effective differentiation. This includes children with Specific Learning Difficulties such as dyspraxia. We also support children with moderate learning difficulties and those with multiple learning difficulties. Differentiation may be in the form of breaking down work into more manageable and achievable chunks, providing resources and additional visual supports, additional technology or through providing adult support. We run a number of interventions to support class teaching such as Wave 3 reading.

Social, Emotional and Mental Health: Some pupils may require additional or different provision to support their social and emotional development. We offer individual or group social skills sessions with a member of our support team. Life Skills and social skills sessions are timetabled weekly for the children with a vision impairment and similar children from schools across the Bradford district join Grove House for this session. If necessary we also access outside agencies such as the School Nurse, CAMHS (Child and Adolescent Mental Health Service) and we now have a commissioned Educational Psychologist who works in school for one day every two weeks.

Sensory and/or Physical: We liaise closely with outside agencies to enable us to best support children who have sensory or physical difficulties. We source additional resources and training from experts. If necessary we make adaptations to the curriculum or environment in order to make lessons and learning opportunities available to all. The ARC staff work closely with the class teachers supporting the adaptation of resources enabling children with a vision impairment to access learning appropriately and inclusively.

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

At Grove House Primary we track and monitor the progress of all children throughout the school year. On a daily basis teachers evaluate their lessons and consider whether individual children are making expected progress. In addition to this every class teacher meets with the Headteacher and Deputy Headteacher termly to discuss and analyse progress. If a teacher has concerns at any point they may raise them with parents/carers and the SENCo. Concerns may also be raised by parents, outside agencies, or following health assessments.

What should I do if I think my child has Special Educational Needs?

Our staff are vigilant in raising any concerns and parents/carers are encouraged to speak to their child's class teacher or the SENCo, Mrs Lynda Radcliffe. Our open door policy means that meetings are held as soon as possible and if not the same day within the week. We liaise with outside agencies and welcome joint meetings and contact with any professionals involved with the child. We pride ourselves on building positive relationships with parents with honesty and openness at the core.

How will the school support my child?

Our SENDCo oversees all additional support programmes and all teachers are teachers of inclusion and special educational needs. Decisions are made as to the most appropriate way of meeting the needs following the Assess, Plan, Do, Review cycle, a practice that is being embedded across school. We track the progress and attainment of all our pupils using Early Essence in Foundation Stage and the Classroom Monitor System in KS1 and KS2, in addition to other assessment materials (e.g. Bradford Baseline and Rising Stars) to identify any additional needs and to celebrate achievement.

Once needs have been identified we match provision to the needs of the child. We then monitor the impact of interventions through termly pupil progress meetings and informal discussions. We use a mixture of research informed and evidence based interventions and all are monitored and evaluated at regular intervals to ensure that they are effective.

If a child attends our school because they have a vision impairment they will be taught to read and write braille or access print through modified text. Resources will also be adapted appropriately. The ARC has a wide range of adapted learning equipment and materials to ensure that all vision impaired children can access the curriculum. These children also access mobility training through a Senior Habilitation Officer both on-site, in the home environment and when moving to a new setting.

If the pupils are not making progress then advice is sought to discuss next steps.

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

We hold parents evenings once a term where parents/carers have the opportunity to discuss their child's needs, support and progress. The SENDCo is also available for appointments on these evenings or alternate arrangements can be made via appointment. ARC staff are also available to give information about the VI curriculum and interventions used. All parents/carers of pupils on the SEND register are encouraged to make an appointment to discuss their child's progress. You are also welcome to make an appointment at any time to meet with the class teacher, SENDCo or Headteacher to discuss how your child is progressing. A written report is provided at the end of the year. Further information about the curriculum is also accessible on the website. The web-site also has additional information to help families to support their child's learning, this can be accessed through Fronter. Any suggestions to improve our communication with parents/carers are welcome and your contribution is valued so we can work in a meaningful partnership.

How does the school evaluate the effectiveness of its provision?

The school has a half termly assessment cycle and pupil progress meetings are held termly to discuss the progress of every pupil. These are attended by the class teacher, Headteacher and Deputy/SENDCo. Termly meetings between the SENDCo and Class Teacher are also held to discuss the children on the SEND Register. We consider the effectiveness of any interventions and make changes depending on the outcomes. All interventions are time limited and have clear expected outcomes. We use this opportunity to discuss future, support and progress for the coming term to ensure that all targets are SMART (Specific, Measureable, Attainable, Relevant, Timed). The ARC is monitored by Bradford Council bi-annually.

How does the school adapt the curriculum and learning environment for pupils with SEND?

We expect all teachers to deliver Quality First Teaching which includes differentiation to meet the needs of all learners- this maybe done through resources, teaching or support. We personalise learning to enable all pupils to make progress. Our behaviour system is also personalised to meet individual needs if required (e.g. behaviour charts/ home school diary/Personal Education Plans (PEPs)). For those children with a vision impairment there is consultation about how lesson content and resources can be adapted to aid access to learning.

What additional support for learning is available to pupils with SEND?

The School Provision Map gives information about what support is available. All pupils receive Wave 1 or Quality First Teaching. If additional support is needed then the class teacher will consult with the SENDCo and if necessary discuss with parents/carers before introducing a Wave 2 or Wave 3 intervention. All interventions are monitored for impact and the desired outcomes are defined at the start. Additional support may take on many forms such as: technology or human resources. We aim to create independent learners and so are mindful not to create dependency on adult support whilst ensuring that children's needs are met.

How are pupils with SEND enabled to engage in the activities of the school?

We expect all pupils to be able to join in with all aspects of the curriculum; including activities outside the classroom. Where there are concerns of safety and access, further consideration is put in place to ensure that needs are met, we would involve parents/carers in these discussions and are prepared to adapt and modify when necessary. Risk Assessments are always carried out and plans put into place to meet any requirements.

We believe that all pupils should be as independent as possible and work to support them to become confident, independent learners. We would therefore offer all pupils the same opportunities and provide the support needed to ensure success. This may mean adaptations, extra time or adult support.

We have yearly whole school pupil/parent surveys and the results are analysed and shared with staff, governors and pupils. Each KS2 class has two School Council members who collect concerns and thoughts. These are discussed in School Council meetings and acted upon as appropriate. No SEND child is excluded from being on the School Council and for the last four years there has been a VI member.

All pupils are encouraged and supported to take on leadership roles within the school.

Pupils on the SEND register are invited to share their views at reviews and are supported to complete pupil surveys.

How will I be consulted about and involved in the education of my child?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/ carers is the best way to support a pupil's learning and needs.

We have termly parent evenings where we share progress, next steps and targets. Additional meetings can be arranged on request. A written report is given at the end of the year. Support and advice can be sought from our experienced class teachers, SLT, SENDCo and ARC qualified teachers.

Our website has information about the curriculum and also additional information to help families support their child's learning. We welcome feedback and discussion in order to improve and develop practice.

What support is available for improving the emotional, mental and social development of pupils with SEND?

All of our staff give a high level of pastoral support and pupils are encouraged to talk to staff if the need arises.

Each class has a full time teacher and a teaching assistant.

Regular assemblies promote sharing of concerns and questions. The SENDCo is very familiar with the pupils and is available to provide additional support and advice.

Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school. We are prepared to personalise this system so that it can be fairly applied to all pupils (eg. Visual cue cards/symbols for autistic pupils).

We have a School Council to elicit views of the pupils. Pupils are encouraged to share their ideas and have been able to influence policy and practice within the school.

We rigorously monitor attendance and work with our Education, Welfare Officer to take necessary actions to prevent prolonged unauthorised absence.

Who is the school SENDCo and how can I contact them?

Further information and support about SEND issues is available from the SENDCo, Mrs Lynda Radcliffe and she can be contacted through the School Office 01274 636921

What training have the staff supporting children with SEND had or currently undertaking?

Our SENDCo who is also the Deputy Headteacher has attained the National SENDCo Award. She is an experienced, qualified teacher of more than 25 years. We regularly invest time and money in training our 21 support staff to improve class teaching delivery, small groups and 1:1 interventions. We have staff trained to deliver 20/20 Reading, Early Literacy Support and other wave 2 and 3 interventions. Over the last two years our Teaching Assistants have attained a recognised Elkan qualification for Speech and Language support. All staff, teachers and teaching assistants have had Elkan training leading to 'Communication Friendly Schools' status over the last fifteen months. The Speech and Language Therapist working in the school works closely with teaching assistants to support the following of specific programmes and recommendations. Staff are updated about matters relating to special educational needs and disability as appropriate but especially in the half-termly SEN Staff Meetings and VI Insets. The majority of staff are Epi Pen trained and there is update training every two years. There are thirteen staff who are First Aid trained and update their training as appropriate.

Two staff have attended the training for 'Vision Friendly Schools' and disseminated the feedback to staff.

Staff have regular training from the Qualified Teachers of the Vision Impaired on enabling children to access the curriculum as inclusively as possible.

Individual teachers and support staff have attended training courses run by outside agencies that are relevant to the needs of specific pupils in their class (ADHD, Autism). All of our teachers hold Qualified Teacher Status. Some of our staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills and knowledge.

We work closely with the local education and health services; including Educational Psychologists, Cognition and Learning Support, Occupational Therapists, Physiotherapists and Speech and Language Therapists.

How are equipment and facilities and specialist expertise secured to support children with SEND?

We have an Accessibility Plan and as such make every effort to make reasonable adjustments where possible. We have Personal Evacuation Plans for any pupil who needs one. The school is wheelchair accessible and we have disabled toilet facilities. Equipment and resources are purchased for pupils with SEND when needed. There are a large number of resources in school which are used to support pupils. Our Single Equality Scheme is a working document and we would ensure that expert advice was sought in the first instance to ensure that we were able to meet the needs of all pupils. We work closely with the local Authority and Health Services to provide for our pupils. We access advice from Moving and Handling Advisors to ensure same practices for both child and adults.

How are other bodies, including health and social services, local authority support services and voluntary organisations involved in meeting the needs of pupils and in supporting the families?

We are able to refer to Specialist support services by making referrals. We regularly invite other agencies to meetings and always ask parents/carers to pass on our contact details to any professionals working with their children or family in case they wish to contact us. We provide reports when required and are also happy to attend meetings.

We have established good links with outside agencies, such as the School Nurse, Cognition and Learning Team and are able to offer to accommodate meetings when necessary. We are developing links with the voluntary sector and are keen to develop new ways of informing parents about different aspects of SEND and the support which is available.

What should I do if I have a concern or complaint about SEND provision?

If a parent/carer has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENDCo may become involved and a meeting arranged to discuss the issue further. The school's complaints procedure can be found on the school's website. If resolution between parent and school cannot be reached, parents will be advised to seek external support through the Parent Partnership.

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

Transition and induction are vital to ensure that a pupil makes a good start to school life.

Depending on the needs of the pupil we arrange visits or discuss with previous settings to help ensure that new pupils settle well. If additional support is needed or outside agencies are involved, we try to ensure it is in place before the pupil starts. VI children are offered several transition visits to Grove House to meet staff and familiarize themselves with the environment.

We also liaise with new schools and share information to ensure continuity in education. We have links with our feeder Secondary Schools where pupils with SEND have additional visits to the new placement and Pastoral Teams meet the children at Grove House.

At the end of each year we ensure that the new class teacher has all the relevant information about your child. We arrange transition days to give your child the chance to meet the new teacher and further arrangements will be made for individuals if needed.

How are governor's involved and what are their responsibilities?

Our SEND Governor is Mrs Anne Lomas. She meets regularly with the SENDCo to discuss provision. Feedback on our SEND provision is then reported to the Governing Body. Governors visit the school regularly and take part in training sessions.

What support services are available?

Bradford Local Authority's Local Offer and Parent Partnership