

## SEND Information Report

(In accordance with section 65(3) of the Children and Families Act 2014)



Executive Headteacher: Mrs S Henshall

SENCO: Mrs A Dransfield (Mrs N Wilson maternity cover)

SEN Governor: Ms J Holloway

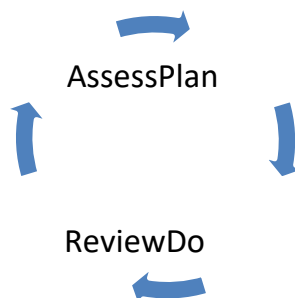
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### Whole School Approach:

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High quality first teaching and additional interventions are defined through our annual dialogue across the school, which contributes to the provision available and the support provided. These documents help us to regularly review and record what we offer every child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all of our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

### SEND Needs:

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Children and young people's SEND are generally thought of in the following four broad areas of need and support:

#### 1. Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. hearing impairments or autistic spectrum disorder.

How can we support this?

Your child may benefit from a school based intervention that promotes and encourages correct use of language, such as Time to Talk, Musical Interaction or Socially Speaking. They may be part of a smaller group within their class and have extra support from their class teacher or Learning Support Assistant at various times throughout the day. Your child may be encouraged to use pictures and symbols to help with their communication if this is deemed useful.

School will work closely with you and your child to ensure we understand their difficulties. We may seek support from our Speech and Language Therapist (SALT) who will offer guidance, perhaps producing a programme of support for your child that we will share with you.

We may also seek support from the Communication, Interaction and Access Team (CIAT) who offer advice on speech and language difficulties due to Autistic Spectrum Disorder, which is offered through WISENDSS.

## **2. Cognition and Learning Difficulties**

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

### How can we support this?

Your child may benefit from a school based intervention that helps your child to develop their sight vocabulary, such as Rainbow Words or Phonics intervention. They may be part of a smaller group within their class and have extra support from their class teacher or Learning Support Assistant at various times throughout the day.

School will work closely with you and your child to ensure we understand their difficulties. We may seek support from our Learning Support Service (LSS) who will offer guidance, perhaps producing a programme of support for your child that we will share with you, which is offered through WISENDSS. We may also seek support from our Educational Psychologist who offers advice on learning where there are more complexities surrounding your child's needs.

## **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, lack of concentration, immature social skills, as well as displaying challenging, disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

### How can we support this?

Your child may benefit from a school based intervention that promotes and encourages positive behaviour, with our Learning Mentor. They may be part of a smaller group within their class and have extra support from their class teacher or a Learning Support Assistant at various times throughout the day. Your child may be asked to reflect on their behaviour in a calm area (Tree Tops). We also support children through the use of buddy

systems, a form of nurture group and a social and emotional programme. We also have a designated member of staff who is ELSA trained, which supports emotional literacy. The school will work closely with you and your child to ensure we understand their difficulties.

We may seek support from the Child and adult mental health primary practitioner or Future in Mind service who will offer guidance, perhaps producing a programme of support for your child that we will share with you.

We may also seek support from the Child and Adult Mental Health Service or the Educational Psychologist (EPS) who will offer home and school guidance on seeking ways to help your child.

#### **4. Sensory and/or Physical Difficulties**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. This will be individual to the child and may involve professionals such as the physiotherapist and occupational therapist.

#### How can we support this?

Your child may benefit from adapted resources in class or have access to specialised equipment. They may be part of a smaller group within their class and have extra support from their class teacher or a Learning Support Assistant at various times throughout the day.

School will work closely with you and your child to ensure we understand their difficulties. We may seek support from the Hearing or Visual Impaired Service who will offer us further guidance. We may also seek support from the Educational Psychologist (EPS) if we feel your child's needs are significant. We may also seek advice from the Physiotherapists / Occupational Therapists for children with physical or sensory difficulties. Children may also have access to specific programmes to support fine and gross motor skills, such as Fit to Learn. Children with PD will also have an individual risk assessment and a PEEP (personal emergency evacuation plan) should such a situation arise.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND register or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN. These children may be considered EAL (English as an Additional Language).

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that (**Reference:** SEN Policy November 2014)

### **How will we measure you child's progress in school?**

Your child's progress is continually monitored by his/her class teacher, as well as middle and senior leaders. We know how well your child is doing by using the following:

- Assessments based on the Early Learning Goals Ages and Stages in the Foundation Stage.
- In KS1/KS2 his/her progress is reviewed formally every term
- Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo (nonsense) words.
- If your child is in Year 1 and above, but is not yet at National Curriculum band 1, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This assessment tool is under review within the MAT.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results from these are published nationally.
- Children with SEND will have a learner profile and/or supporting me to learn plan. SMART targets will be set for your child and will be reviewed at least termly with your involvement and plan for the next steps to be made.
- The progress of children with a statement of SEND/ Education Health Care Plan is formally reviewed at an Annual Review or a Transition Review, with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress through discussions with class teachers and analysing assessments and data collected.
- Outside professionals also provide school with further in depth assessments.
- External support agencies will also review the progress of SEND children along with class teachers/SENCO.

### **What is the schools approach to teaching children with SEN?**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to1 teaching.

### **How does the school adapt the curriculum and learning environment for children with SEN?**

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

### **How do we identify children who may have an SEN need?**

Children entering our nursery are baselined according to the Early Years Goals and any needs are identified here.

Pupil progress meetings/discussion are every half term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

School holds joint planning meetings and consultations with a member of the school's advisory team and an Educational Psychologist. These meetings allow staff to share any concerns that they have in agreement with the parent and referral can be made.

## Consulting with children, young people and their parents

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Planning should start with the individual and take account of their wishes and aspirations, the outcomes they seek and the support they need to achieve them. Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event
Parents evening
Drop In sessions
Informal discussions
Involving parents and children in target setting

## Staff development / deployment

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for the next steps in their learning and development.

### What specific expertise is available to children with SEN?

- The senior management team have a wealth of experience and expertise linked to SEND
- SENCO has the NASENCO award, qualified 2023.

The Deputy Head/EYFS lead also has the NASENCO award and is trained to masters level to support. · All staff delivering interventions are appropriately trained

Additional training needs are identified throughout each year and provided according to need

- Trained emotional literacy support advisor
- Executive Headteacher has a masters in supporting mental health within the primary curriculum

### How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Wakefield LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors and the School Business Manager, on the basis of needs in the school.
- The Headteacher, Educational Psychologists, SALT and the SENCo, in conjunction with WISENDSS, discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support

- the children who have been identified as not making as much progress as would be expected

They decide what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

## **School Partnerships and Transitions**

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We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will hold a transition meeting. This may be over the phone.
- We will support you in visiting schools When moving classes in school:
- Information will be passed on to the new class teacher in advance of your child moving classes. Any learner profiles/supporting me to learn plans, My Support Plans or EHCPs will be shared with the new teacher
- Transition consultation meeting/information will be arranged for children with EHCP's. During this meeting the SENCO, previous and new class teacher, support assistants and parents will be invited to discuss the end of the year and make plans for the forthcoming academic year and how we can best support the child.

In Year 6:

- The Year 6 class teacher, SENCo and our Learning Mentor (where appropriate) will discuss the specific needs of your child with the SENCo of their secondary school.
- Your child will have a programme for transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in our school.

For all children a consultation with teaching staff, support staff and other lead professionals are arranged annually to discuss how we can best support the academic, medical and social needs of both individual children / cohorts.

## **Who are the external partners we work with?**

Directly funded by the school:

- Teaching Assistants
- Learning Mentor
- Educational Psychology
- Speech and Language therapist in school

Paid for centrally to the Local Authority but delivered in school:

- Pre 5 Service
- WISENDSS (SEMH, LSS, CIAT)

- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy for children with a Statement or EHC Plan (provided by Health but paid for by the Local Authority).
- CAMHS Future in Mind Primary Practitioner

Provided and paid for by the Health Service (Mid Yorkshire NHS Trust) but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapists
- Speech therapy (out of school)

## Complaints

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The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures that the Local Authority must set up for preventing and resolving disagreements. Parents who wish to complain are strongly encouraged to initially speak to the class teacher regarding their complaint. If the issue can't be resolved at this level, then it will be referred to Key Stage lead and then the Deputy Headteacher and lastly the Headteacher. If the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure. Parents / carers will be given the necessary information on request.

Please see a link to our school's complaint policy below, which outlines both informal and formal complaint procedure:

[Grove Lea Primary Complaints Policy](#)

**For the Wakefield LA Local Offer please visit:**

[www.wakefield.gov.uk](http://www.wakefield.gov.uk)

<http://mylocaloffer.org/Wakefield>

(Contact details for all services are available on this site)

**Relevant school policies underpinning this SEN Information Report include:**

SEND Policy

SEND Contribution to the Local Offer

Admissions

Health and Safety

Assessment Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**