

SEND INFORMATION REPORT

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New September 2023

REVIEWED BY :

Headteacher

APPROVED BY:

Full Governing Body

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can ask a member of staff to send you a copy the policy.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Children and young people’s SEND are generally thought of in the following four broad areas of need and support, as defined in the [SEN Code of Practice 2014](#):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Our school provides for pupils within each of these categories.

2. Which staff will support my child, and what training have they had?

At Grazeley, all teachers are teachers of SEND. Staff are trained in adaptive teaching and identification of needs.

Our special educational needs co-ordinator, or SENCO

Our SENDCO is Samantha Wickens BA (Hons), PGCE, NASENCo. She has several years' experience in this role and is also working as Assistant Head teacher and English subject leader. She has worked as a teacher for 13 years with experience in teaching in both primary and secondary schools, specialising in English.

Samantha achieved the National Award in Special Educational Needs Co-ordination in 2023. Prior to this, she achieved the level 7 diploma in SEN in 2020.

The SENDCO is responsible for implementing the school's SEND procedures and for co-ordinating provision for all pupils with SEND. They are allocated three days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEN or disability. Primary responsibility to oversee and implement an agreed plan rests with the class teacher.

All staff have received external training on neurodiversity, in particular reference to girls, masking and emotional based school anxiety.

Teaching assistants (TAs)

We have a team of 16 TAs, including 5 higher-level teaching assistants (HLTAs). All staff are trained to deliver SEN provision and interventions such as RWI tutoring, Freshstart and Write from the Start.

Our Family Support Advisor, Donna Crowely, is trained in nurture provision.

In the last academic year, some TAs have been trained in RWI phonics interventions, Lego therapy, Speech and Language Therapy.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (SALT)
- Educational psychologists (EP)
- Occupational therapists (OT)

- GPs or paediatricians
- School nursing team
- Child and adolescent mental health services (CAMHS)
- Education welfare officers (EWO)
- Social services and other LA-provided support services

Headteacher

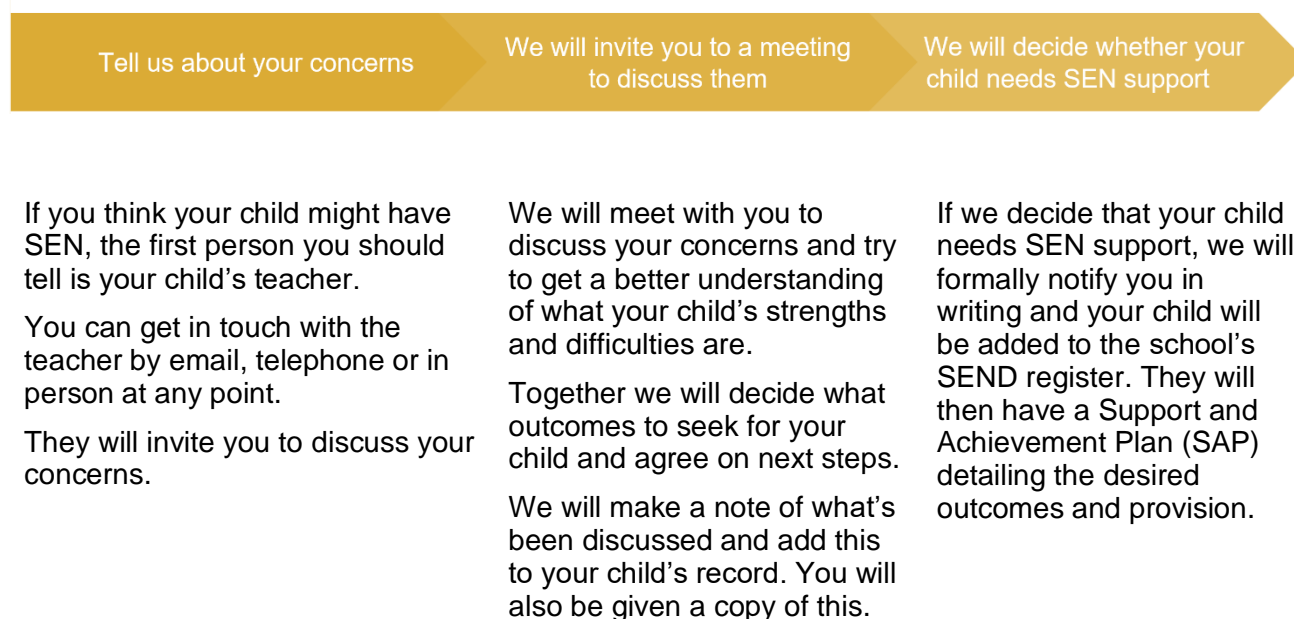
The Headteacher, Mrs Jane Critchlow, is responsible for developing and monitoring procedures, implementing and managing the school's SEND policy, as well as offering advice to the governing board.

Governors

The governors are responsible (in conjunction with the Headteacher) for determining and supporting the school's SEND policy.

3. What should I do if I think my child has SEND?

We have a collaborative approach to identifying the needs of children. We understand that, as parents, you are the experts in your children. It is important that you communicate any concerns relating to potential SEN in the following ways:



4. How will the school know if my child needs SEND support?

At Grazeley Parochial Primary School, a child will be added to the SEND register if:

Provision for that child is **“additional to or different from that made generally available for other children or young people of the same age”** ([Children and Families Act 2014](#))

All our class teachers are aware of SEND and know how to identify pupils who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing and/or maths.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will tailor learning to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom (and in the playground if necessary) to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register at one of the following stages, and the SENDCO will work with you to create a SEND support plan for them.

1) Early Intervention (EI) - This is an informal, school-based stage that is in addition to the Code of Practice stages and is used when a teacher or parent has academic, emotional or medical concerns about a child. It enables staff to consider whether SEND Support is needed. Parents are informed and invited in to discuss the teacher's concern. Progress is monitored closely. Teachers refer to the Pathway for children and use at least 5 strategies for four weeks to support the child.

2) SEN Support (SEN K) - Class teachers, in consultation with the SENDCO agree to place a child on the register. Parents and the child are consulted, information is gathered, and a Support and Achievement Plan (SAP) is drawn up and implemented. The class teacher takes lead responsibility for co-ordinating the child's special educational provision, working with the SENDCO to help produce and implement Support and Achievement plans. School is supported by external specialists called the Learning Support Service.

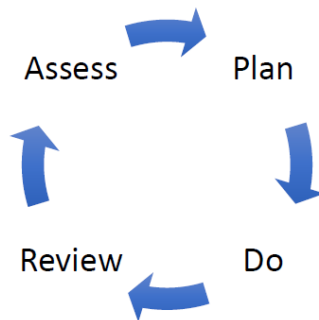
3) Education Health and Care Plan (SEN E) - We request to the SEND panel for a Multi Professional Assessment to take place which results in an Education, Health and Care plan being awarded or not by the LA. If the LA agrees to an Education Health and Care Plan, it arranges, monitors and reviews the provision annually.

Children will be removed from the SEND register when they have progressed in-line with age-appropriate expectations and maintained the level of attainment appropriate for their age for at least one term. The school will inform parents in writing if their child is removed from the SEND register. The child will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress.

5. How will the school measure my child's progress?

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves high quality teaching alongside additional interventions, which are defined through our regular dialogue across the school contributing to our provision management. These procedures 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 high quality teaching and the application of a scaffolded and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the [graduated approach](#) cycle of: Assess, Plan, Do, Review (APDR).



Assess:

Formative and summative teacher assessments in the first instance and, if required, further assessments in school or assessments from other relevant external professionals such as Speech and Language therapists, occupational therapists, educational psychologists and so forth.

Plan:

A personalised Support and Achievement Plan (SAP) is developed in collaboration with SENDCO, parents, child/young person and other relevant professionals. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. We will keep a record of this, and you will receive a copy.

Do:

All involved parties will actively participate in the delivery of any additional provision required. The class teacher, with the support of the SENDCo, will be responsible for the progress of your child towards their outcomes.

Review:

Class teachers will review the SAP termly to see if the provision is having the desired impact on the individual. We will use our improved understanding of your child's needs to improve or adapt the support we offer.

In line with school policy, all teachers are involved in termly Pupil Progress Meeting. Additionally, SEND pupils with an Educational Health Care Plans have a statutory annual review cycle.

This APDR process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school. We have an 'open door' and encourage parents to communicate with the class teacher in the first instance. You can also contact the SENDCo.

If your child's needs or aspirations change at any time, please let us know straight away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher.

Action / Event	Who's involved?	Frequency
'Open door' (parents are welcome to arrange a telephone, virtual or in-person appointment)	Class teacher in the first instance.	As and when required by appointment, during term time.
Parents' Consultation meeting	Class teacher, parent	Termly
SAP	Class teacher, parent and young person.	Termly
SENDCo Consultation meeting	SENDCo, class teacher, parent, young person (if appropriate) and other relevant professionals.	As and when required, by appointment during term time.
EHCP reviews	SENDCo, class teacher, parent and young person and other relevant professionals.	Annually
Reports	Class teacher, young person, Head-teacher.	Annually

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes

- Prepare a statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. We do not put a ceiling on learners by suggesting that they do different work to their peers, therefore high-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at Grazeley.

We will or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Inclusive seating plan (mixed attainment groupings)
- Adapting resources such as staffing, scaffolds, concrete materials, technology or dual coded resources.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- In some cases, adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our behaviour policy to ensure that children with SEN are not disadvantaged.
- Following advice recommended by external professionals

We may also provide the following interventions, some of which take place in the classroom, others take place out of the classroom in small groups or 1:1.

AREA OF NEED	CONDITION	HOW WE CAN SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Sensory circuits 20-20-20 club
	Speech and language difficulties	Speech and language therapy as advised by services

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, coloured overlays, phonics interventions, dyslexia-friendly font, computers, dual coded word mats, concrete materials, literacy or numeracy interventions (RWI Freshstart, Numberstacks).
	Moderate learning difficulties	Pre-teaching, opportunities for over-learning
	Severe learning difficulties	As advised by paediatrician.
Social, emotional and mental health	ADHD	Sensory circuits, movement breaks, fidget tools, chunking
	Adverse childhood experiences and/or mental health issues	Nurture groups or 1:1 nurture support. Art Therapy
Sensory and/or physical	Hearing impairment	As advised by paediatrician.
	Visual impairment	Limiting classroom displays, font size, colours and type.
	Multi-sensory impairment	As advised by paediatrician.
	Physical impairment	Occupational or Physical therapy as advised by professionals.

These interventions are part of our contribution to Wokingham's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their outcomes each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Discussing pupil progress with the senior leadership team each term
- Holding an annual review (if they have an education, health and care (EHC) plan)

We use the following code to review the outcomes on the child's Support and Achievement Plan. This helps us understand what provisions have been successful or not.

10. How will the secured for my child?

It may be that your need to secure:

- Extra
- More teaching
- Further training
- External specialist expertise

Scale	Level of outcome
+2	Much more than expected
+1	More than expected
0	Expected
-1	Less than expected
-2	Much less than expected

school resources be

child's needs mean we

equipment or facilities

assistant hours

for our staff

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority as part of an Education Health Care needs assessment.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Grazeley we make sure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s) to

All pupils are supported to take part in sports day, school plays, and any other events or workshops.

All pupils are supported to attend school trips including residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they are included.

We offer an additional club at lunchtime as an intervention to support some children with social, emotional or mental health needs.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Grazeley we welcome all children, regardless of their SEND status.

Admissions to the school are done via the Local Authority.

If you are a prospective parent of a child with SEND, you are welcome to make contact with the SENCo to discuss the needs of your child and arrange a visit.

In accordance with the law, children with an Education Health and Care Plan (EHCP) will be admitted to the school where the Local Authority has specifically named Grazeley School as the most appropriate placement.

13. How does the school support pupils with disabilities?

The school has an accessibility plan which is regularly reviewed to ensure that disabled pupils take full advantage of the education, benefits, facilities and services that we provide.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of 20-20-20 lunch club to promote teamwork and building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by having one on one sessions with our nurture assistant, Mrs Donna Crowley.
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. See Anti-Bullying Policy.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- The child's SAP is created in the Summer Term by their current class teacher which is ready to go from day 1 in the Autumn Term. Therefore, provisions are always in place to support the children.
- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed at length.
- Story time is scheduled with the incoming teacher towards the end of the summer term. Children will stay in their current classroom for this.
- Informal transition visits – children are supported to go into their new classroom and meet their new class teacher informally and regularly in the Summer Term.
- Formal transition (move-up) day where the child spends either half or full day in their new classroom with their new class teacher.
- Videos including classroom, teacher etc. sent to children to view over the summer holidays

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently

- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Jane Critchlow (Headteacher) is the designated teacher for looked-after (or previously looked-after) children here at Grazeley. Mrs Critchlow will work with Miss Wickens, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation (see [Global Mediation](#)), where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Wokingham LA publish information about the local offer on their website:

- [Wokingham](#)

You may reside within a different local authority. It is important that you know which LA you live in. You can see their local offer on their website too:

- [West Berks](#)
- [Reading](#)
- [Hampshire](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- [Wokingham SENDIASS](#)

Local charities that offer information and support to families of children with SEND are:

- [Parenting Special Children](#)
- [Me2 Club](#)
- [Swings and Smiles](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- [Dyslexia Association](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SAP** – Support and Achievement Plan
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages