

Grappenhall Heys Community Primary School
Special Educational Needs & Disabilities Annual Report
 January 2022



Grappenhall Heys Community Primary School has a duty to report annually to all parents on the provision for Special Educational Needs and Disabilities (SEND)

<p>1. The kinds of Special Educational Needs that are provided for at Grappenhall Heys Community Primary School</p>	<p>Staff at Grappenhall Heys Community Primary School provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or Physical Needs <p>There are currently 23 pupils with SEND as recognised under the SEN Code of Practice. 4 of these pupils have an Education Health and Care Plan (EHCP). These pupils receive termly Intervention Plans / Behaviour Plans in their area of need which identify targets to work on in partnership with parents and other agencies. For children with physical needs, they may have an 'Individual Care & Access Support Plan' which identifies steps to be taken to reduce any barriers to learning. For children with a health issue for which they may have to take medication in school, they will have a 'Healthcare Plan'. All plans are written between home and school.</p> <p>There are also currently a number of children who have termly Intervention Plans at 'School Support' level, but these children are not identified as having SEND under the SEN Code of Practice.</p> <p>Children with SEND generally meet or exceed their individual targets. Attendance of pupils with SEND is closely monitored and aligned with their individual needs. There have been no fixed or permanent exclusions for any pupils since the school opened in 2001, including those with SEND.</p>
---	---

<p>2. Information about the school's policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND and their needs are assessed through:</p> <ul style="list-style-type: none"> • Information passed on from nursery/previous schools • Concerns raised by the teacher, parent/carer or the pupil themselves • Baseline testing and progress data • Feedback from teaching staff and observations • Pupil Premium interventions • Referrals from parents • Assessment and reports from external agencies
<p>3. (a) Evaluating the effectiveness of the provision made for pupils with SEND</p>	<p>Progress of pupils with SEND is closely monitored in termly progress meetings with the Head Teacher, Class Teacher and Inclusion Manager. Adaptations to provision are made in light of progress made and any interventions put in place are reviewed to ascertain impact, effectiveness, progress and next steps. Progress and evaluation is reported to the Governor with responsibility for SEND. The annual report by the Governing Body is available on the website.</p>
<p>3. (b) Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities to work with parents and pupils as part of this assessment and review</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Graduated approach (Assess – Plan – Do – Review) • Data tracking for pupil progress • Intervention Plans • EHCP reviews • Observations and follow-up meetings • Parents' meetings
<p>3. (c) The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • Quality first teaching by class teachers who plan lessons to meet group and individual needs through appropriate differentiation • Effective provision management which monitors the support put in place (human and material resources) • Quality Teaching Assistant support where appropriate • Personalised provision through appropriate use of successful interventions

	<ul style="list-style-type: none"> • Personalised provision through adapted resources and interventions • Availability of quality resources and budget for these resources (human and material) • Monitoring of provision and progress by Inclusion Manager and reported to Governors
3. (d) How adaptations are made to the curriculum and the learning environment of pupils with SEND	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> • Groupings that target specific levels of progress • Differentiated resources, activities and teaching styles to facilitate access to the curriculum for all • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and/or examinations • Additional adult support • Where appropriate, specialist resources may be provided to a pupil to support their progress
3. (e) Additional support for learning that is available to pupils with SEND	<p>Additional support is considered on an individual basis. Those children with Intervention Plans at SEN Support are targeted for individual and small group interventions as appropriate. This year, teachers and teaching assistants have been involved in a range of intervention programmes including:</p> <ul style="list-style-type: none"> • Plus 1 Maths / Power of 2 Maths • Toe by Toe • Stareway to Spelling / Precision Teaching approach • Individual and group Speech & Language intervention programmes • Custom made programmes • Occupational Therapy and Physiotherapy interventions • Visual Stress programmes • CBT programmes, e.g 'Starving the Anger Gremlin' • Play Therapy
3. (f) How the school enables pupils with SEND to engage in the activities of the school	<p>Grappenhall Heys Community Primary School is committed to equal opportunities. Our provision for SEND reflects that commitment. Our Equality Policy is available on the website. Steps taken to ensure pupils with SEND can participate in the activities of the school include:</p> <ul style="list-style-type: none"> • Pre-visits to establishments (for example with residential visits)

<p>together with children who do not have SEND</p>	<ul style="list-style-type: none"> • Individual risk assessments • Additional adults to support • Financial support from school to enable access <p>Engagement in all activities is considered on an individual basis with consultation of parents as appropriate.</p>
<p>3. (g) Support that is available for improving the social, emotional and mental health development of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • A positive behaviour and anti-bullying policy • Class teachers and other adults available to talk to • Targeted support for individual and groups of pupils • School Council • Pupil Voice • CAMHS (Child and Adolescent Mental Health Services) • School Health Advisor • Educational Psychologist • Play Therapist
<p>4. Contact details of SEND Coordinator and SEND Governor</p>	<p>Mrs Corinna Tyson is the Inclusion Manager for Grappenhall Heys Community Primary School with responsibility for coordinating SEND provision. Mrs Claire Lawton is the Governor with responsibility for SEND and Inclusion.</p> <p>Please contact via the school office. Tel: 01925 212 540</p>
<p>5. Information about the expertise and training of staff in relation to children with SEND, including how specialist expertise will be secured</p>	<p>The Inclusion Manager Mrs Tyson is an experienced SENDCo with 24 years of working in this area. Staff are highly skilled and continue to enhance their professional development through:</p> <ul style="list-style-type: none"> • In-house training led by Mrs Tyson • External training led by Warrington Borough Council (including Committed to Inclusion Award training) • SEN Code of Practice • Attachment and trauma training • Sensory needs training

	<ul style="list-style-type: none"> • Team Teach training • Little Wandle / Phonics training (whole school) • Epi pen / allergies (including Asthma) training • Mental health training • Criteria for identifying SEND (Oxfordshire materials) • Specialist expertise secured through external services – ASD Nurses, ADHD Nurses, Educational Psychology team, ASD/SEMH Lead Specialist Teacher (Warrington Borough Council)
<p>6. Information about how equipment and facilities to support children with SEND will be secured</p>	<p>The school funds the first £7,500 of any child’s SEND provision. Any further funding may only be available for those pupils with high levels of need.</p> <p>The total income to the school’s budget allocated specifically to SEND 2021-2022 is £57,426. The school is also allocated £29,000 in High Needs top up funding. All funding devolved to the school is used to fund:</p> <ul style="list-style-type: none"> • Suitably qualified adult support • Quality resources • Consultants • Inclusion Manager time <p>School staff will also work closely with support services such as Speech and Language Therapists, Occupational Therapists, etc, to support children with SEND and ensure resources and specialist equipment are available as best meets the child’s needs.</p> <p>Our school building is accessible for wheelchairs and there are accessible toilet facilities available. As a school we are happy to discuss individual access requirements.</p>
<p>7. Arrangements for consulting parents of children with SEND about, and involving such</p>	<p>Parents of children with SEND will be invited to attend a meeting termly where an Intervention Plan for their child will be discussed. The Intervention Plan records the desired outcomes, appropriate resources, suitable teaching strategies, as well as outlining how parents can help, what is expected from the pupils and when the Plan will be reviewed. Once these plans are finalised, they are signed by parents and staff.</p>

<p>parents in, the education of their child</p>	<p>However, staff will always contact parents between these meetings if there are further issues to discuss and we encourage parents to do the same.</p>
<p>8. The arrangements for consulting children with SEND about, and involving them in, their education</p>	<p>Children in Key Stage 2 will discuss their personal targets with their teacher and sign their Intervention Plan as appropriate. Children are regularly consulted about their next steps and what teachers can do to support them and are given several opportunities to express views via pupil voice interviews and questionnaires, as well as individually to their class teacher. The views of parents and children with EHCPs are collected prior to their annual EHCP review.</p>
<p>9. Any arrangements made by the Governing Body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning provision made at the school</p>	<p>Through full consultation and taking the views of parents and children into account, it is hoped that there would not be any disagreement over meeting the needs of children in our school. However, in the event of a disagreement, the matter will be dealt with in line with the current Code of Practice and the school's Complaints Policy (available on school website). Early resolution would be our aim for the benefit of the child, but it may be necessary to involve external mediation.</p>
<p>10. How the Governing Body involves other bodies, including health and social services bodies, local authority organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>School is supported by a range of consultants and experts including:</p> <ul style="list-style-type: none"> • School Health Advisor • Educational Psychologist • Sensory Impairment Support (Visual and Hearing) • SENDIASS (Independent Advisory Service) • CAMHS • Community Paediatricians • Social Care • Speech & Language Therapy Services • Occupational Therapists / Physiotherapists • Privately commissioned SEN consultants • Play Therapist

<p>11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32</p>	<p>Warrington Borough Council have an Independent Advisory Service for parents of pupils with SEND. Tel: 01925 442 978 to speak with Iain MacDonald</p>
<p>12. The school's arrangements for support pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transition to High School for pupils with SEND is carefully considered including:</p> <ul style="list-style-type: none"> • Staff supporting parents and pupils on school visits • Additional visits to the High School setting • Close liaison with High School staff over learning needs • High School staff working with children with SEND in this setting • Meetings between High School and Primary School SEND Coordinators • High School staff invited to EHCP Transition Review Meetings in Year 5/6 <p>When children with SEND are to move to a new year group within school, their needs are discussed during a transition meeting between the Head Teacher, Inclusion manager, current class teacher and receiving class teacher. These meetings take place in July.</p> <p>Children entering our Nursery and Reception classes are invited to 'Stay & Play' mornings and there are opportunities for parents to attend meetings, visit the school, ask questions and meet with staff.</p>
<p>13. Information on where the local authority's Local Offer is published</p>	<p>The Local Authority's Local Offer can be found online: www.warrington.gov.uk/localoffer</p>

<p>Report written by: Report approved by:</p>	<p>Corinna Tyson (Inclusion Manager / Deputy Head Teacher) Kelly Jackson (Head Teacher) Claire Lawton (SEND Governor)</p>
---	---

Report approved by Governors:

January 2022