



# SEND Information Report

## Document Status

Written By	Adopted By	Date	Review Date
Sarah Harman	Governors	December 2025	December 2026

**Aim. Believe. Achieve.**

At Grappenhall Heys Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and current attainment. We pride ourselves on our ethos of care, empathy and understanding, where every child reaches their potential, regardless of attainment level, race, gender, or cultural background. We are committed to each child's personal well-being and academic success. We offer universal provision and ensure an ethos of ambition for all, which benefits all pupils, and is essential for pupils with SEND.

Our Special Education Needs and Disabilities Policy outlines the process for identifying children with SEND. This may involve teacher observations, assessments, and input from parents and external professionals. In implementing the SEND policy, it is essential to involve parents as key partners in the process. Regular communication with parents, including sharing progress and involving them in decision-making, helps us to create a supportive and collaborative environment. Our SEND policy is periodically reviewed and evaluated to assess its impact and identify areas for improvement. Feedback from parents, teachers, and other stakeholders is valuable in this process.

Within lessons, collaborative learning allows children to work together, learn from their peers, and develop important social and teamwork skills. Manipulatives are used throughout the curriculum to help children visualise and understand abstract concepts, especially in subjects like maths. This is part of our multi-sensory approach to engage learners and enhance learning. In addition, classroom walls are used to display working walls, key information, visuals, and reference materials related to the current topics. Technology and digital resources, including computers, tablets, and interactive whiteboards, are integrated into teaching and learning.

### **How do we identify and assess pupils with SEND?**

Throughout the three steps of intervention parents work in partnership with the school to ensure they are kept fully informed of their child's progress and attainment and feel confident of the support in place.

**Support** - The class teacher, in consultation with the SENDCO, parents and pupils (if applicable) will discuss and plan the education program. The effectiveness of this will be monitored over time and progress will be reviewed at least termly. The class teacher will continue to inform parents of pupil progress when necessary and will update the SENDCO where appropriate. The Governors will continue to monitor the progress of SEND pupils. Our school behaviour policy exemplifies our approach to positive behaviour reinforcement, and we work closely with a number of agencies to further support our young people. Our school curriculum has a strong emphasis on SEMH and our PSHE curriculum aims to develop resilience and responsibility for **all** of our pupils.

When needed, specialist educators or support staff, such as speech therapists or special education teachers, provide targeted interventions. Regular feedback on children's progress helps them understand their strengths and areas for improvement. Some children benefit from personalised learning plans that outline specific goals and interventions tailored to their unique needs. These are documented in Individual Education Plans document the progress and outcomes of such additional support. Extra sessions are provided for children who need additional support or challenge. Catch-up sessions help bridge gaps in learning, while keep-up sessions prevent learners from falling behind. Teachers and teaching assistants provide individualised support to children who require it, offering guidance, encouragement, and assistance as needed. In school,

we offer support to children through an ELSA - emotional literacy support assistant. ELSAs are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. Our ELSA helps our children to learn to understand their emotions and respect the feelings of those around them.

Accommodations, such as providing coloured paper for children with visual processing difficulties, ensure that learning materials are accessible to all. When language barriers exist, the use of translators or interpreters may be used to help children access content and participate in the learning process effectively. By tailoring and adapting our teaching and support methods, we create an inclusive learning environment that celebrates diversity and fosters success for all children.

**Curriculum** - Following detailed assessment of the pupil, the class teacher, in consultation, with the SENDCO will decide upon the best support available and will timetable support for the child. Teachers plan lessons according to individual pupil needs and an Intervention Plan is generated in consultation with parents and pupils. This Intervention Plan details specific targets, resources and support on an individual basis as well as identifying the area of need for that child. School use the notional SEND budget to meet these needs. This may be more appropriate on a 1:1 basis or as small group intervention, additional adult support will complement the work of the teacher. Personalised provision will also be supplied through adapted resources and interventions.

We work hard to ensure that all children can access our curriculum and teachers adapt their planning and teaching methods to ensure that all children receive the support they need to make progress and reach their full potential. Structured support, such as scaffolding and modelling, is provided to help the children as they learn new concepts. This is used to break tasks down into smaller steps, providing prompts or cues. Teachers consistently model behaviours, skills, or thought processes to children. This helps learners understand how to approach a task or solve a problem effectively. Pre-learning activities also prepare children for upcoming lessons or topics, this can include introducing key vocabulary, texts, concepts, or background knowledge to build a foundation for learning.

**Our approach to teaching and learning** - Our approach is built around the principle of greater learner involvement and independence using Growth Mindset principles. It requires deep thinking and flexibility and encourages learners to focus not so much on the *what* but on the *how*. We aim to build independent enquirers, reflective learners, creative thinkers, team workers, self-managers and effective participants who have the skills to enquire, problem solve, apply knowledge, evaluate and reflect. School includes all pupils in all activities and will work closely with parents/ carers to ensure any barriers to participation are removed. Risk assessments will be shared with pupils and families to ensure correct provision is in place. The school SENDCO – Mrs Harman attends regular SEN training through network meetings and external providers to maintain up to date knowledge of SEND practice. Training is also implemented to meet the needs of any children with SEND. Termly Provision mapping identifies training needs on a termly basis.

### **How are parents included in their child's learning journey?**

Class teachers will share, discuss, and review progress and targets with parents/ carers and the pupil at regular intervals. Communication diaries may be used to further support home school learning and there will be an annual review of progress for children with an EHCP with the opportunity to call early reviews at any time necessary. Parents may be invited to attend training events to support further learning and there will be open lines of communication between school, home and support services. The school also offers termly coffee mornings for all of our parents.

Parents will be informed of our home school agreement, which details the expectations of everyone involved in school. Our open-door policy means teachers are available to discuss concerns either informally through a drop in process or parents may request a formal appointment. We welcome parental support within school and would ask parents to contact the school office and the SENDCo (Sarah Harman) for further information.

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 2015:</p> <ul style="list-style-type: none"> <li>● Communication and Interaction</li> <li>● Cognition and Learning</li> <li>● Social, Emotional and Mental Health Difficulties</li> <li>● Sensory and/or Physical Needs</li> </ul> <p>There are currently 41 pupils at Grappenhall Heys with SEND, as recognised under the SEN Code of Practice. 12 of these pupils have an Education Health and Care Plan (EHCP). All of these pupils receive termly Intervention Plans which identify targets to work on in partnership with parents and other agencies and some have Behaviour Plans written to support their SEMH area of need. For children with physical needs, they have an 'Individual Care &amp; 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.</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"> <li>● Information passed on from nursery/previous schools</li> <li>● Concerns raised by the teacher, parent/carer or the pupil themselves</li> <li>● Baseline testing and progress data</li> <li>● Feedback from teaching staff and observations</li> <li>● Pupil Premium interventions</li> <li>● Referrals from parents</li> <li>● Assessments against B Squared</li> <li>● Assessment and reports from external agencies</li> </ul>
<p>3. (a) Evaluating the effectiveness of the provision made for</p>	<p>Progress of pupils with SEND is closely monitored in termly progress meetings with the Head Teacher, Class Teacher, SENDCo and Inclusion Lead. Adaptations to provision are</p>

pupils with SEND	made considering progress made and any interventions put in place are reviewed to ascertain impact, effectiveness, progress and next steps. Progress is reported to the Governor with responsibility for SEND. The annual report by the Governing Body is available on the website.
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>These arrangements include:</p> <ul style="list-style-type: none"> <li>● Graduated approach (Assess – Plan – Do – Review)</li> <li>● Data tracking for pupil progress</li> <li>● Intervention Plans</li> <li>● EHCP reviews</li> <li>● Observations and follow-up meetings</li> <li>● Parents' meetings</li> </ul>
3. (c) The school's approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>● Quality first teaching by class teachers, who plan lessons to meet group and individual needs through appropriate adaptation of teaching and learning</li> <li>● Effective provision management which monitors the support put in place</li> <li>● Quality Teaching Assistant support where appropriate</li> <li>● Personalised provision through appropriate use of successful interventions</li> <li>● Personalised provision through adapted resources and interventions</li> <li>● Availability of quality resources and budget for these resources (human and material)</li> <li>● Monitoring of provision and progress by SENDCO and reported to Governors</li> </ul>
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"> <li>● Groupings that target specific levels of progress</li> <li>● Differentiated and adapted resources, activities and teaching styles to facilitate access to the curriculum for all</li> <li>● Appropriate choices of texts and topics to suit the learner – using a multi-sensory approach</li> <li>● Access arrangements for tests and/or examinations</li> <li>● Additional adult support</li> <li>● Where appropriate, specialist resources may be provided to a pupil to support their progress</li> </ul>
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 SEND 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"> <li>● Plus 1 Maths / Power of 2 Maths</li> <li>● Toe by Toe</li> <li>● Stairway to Spelling / Precision Teaching approach</li> </ul>

	<ul style="list-style-type: none"> <li>● Individual and group Speech &amp; Language intervention programmes</li> <li>● Custom made programmes</li> <li>● Occupational Therapy and Physiotherapy interventions</li> <li>● Visual Stress programmes</li> <li>● CBT programmes, e.g ‘Starving the Anger Gremlin’</li> <li>● Play Therapy</li> <li>● Auditory and Visual memory games/ interventions</li> <li>● 1:1 tutoring</li> <li>● ELSA programme</li> <li>● Talk About</li> <li>● SALT programmes</li> </ul>
<p>3. (f) How the school enables pupils with SEND to engage in the activities of the school together with children who do not have SEND</p>	<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"> <li>● Pre-visits to establishments (for example with residential visits)</li> <li>● Individual risk assessments</li> <li>● Additional adults to support</li> <li>● Financial support from school to enable access</li> <li>● Social Stories</li> </ul> <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"> <li>● A positive behaviour / relationships and anti-bullying policy</li> <li>● Class teachers and other adults available to talk to</li> <li>● ELSA drop in sessions</li> <li>● Targeted support for individual and groups of pupils</li> <li>● School Council</li> <li>● Pupil Voice</li> <li>● CYPMHS (Child and Young Persons’ Mental Health Services)</li> <li>● myHappyMind Silver Accredited School</li> <li>● Schools Link Mental Health Team - Therapy Programmes</li> <li>● School Health Advisor</li> <li>● Educational Psychologists</li> <li>● Play Therapist</li> <li>● Early Help Support inc Partnership Link Worker</li> <li>● ELSA</li> </ul>
<p>4. Contact details of SEND Coordinator and SEND Governor</p>	<p>Sarah Harman is the SENDCO and Inclusion and Wellbeing Lead 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 SENDCO- Sarah Harman is an experienced teacher, DDSL, Assistant Headteacher and is experienced to lead on the coordination of SEND provision. Staff are highly skilled and continue to enhance their professional development through:</p> <ul style="list-style-type: none"> <li>● In-house training</li> <li>● External training led by Warrington Borough Council (including Committed to Inclusion Award training)</li> <li>● SEN Code of Practice</li> <li>● Attachment and trauma training</li> <li>● Sensory needs training</li> <li>● Team Teach training</li> <li>● Little Wandle / Phonics training (whole school)</li> <li>● Epi pen / allergies (including Asthma) training</li> <li>● Mental health training</li> <li>● Criteria for identifying SEND (Oxfordshire materials)</li> <li>● Specialist expertise secured through external services – ASC Nurses, ADHD Nurses, Educational Psychology team, ASD/SEMH Lead Specialist Teacher (Warrington Borough Council)</li> <li>● CLG and cluster meetings for SENDCo regularly attended.</li> </ul>
<p>6. Information about how equipment and facilities to support children with SEND will be secured</p>	<p>The school funds the first £6,000 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 2025-2026 is £162,931.13.</p> <p>All funding devolved to the school is used to fund:</p> <ul style="list-style-type: none"> <li>● Suitably qualified adult support</li> <li>● Quality resources</li> <li>● Consultants</li> <li>● Sensory equipment</li> <li>● Specialist resources</li> </ul> <p>School staff will also work closely with support services such as Speech and Language Therapists, Occupational Therapists, Play Therapists, 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 parents in, the</p>	<p>Parents of children with SEND will be invited to attend a meeting termly to discuss their child's individual intervention targets. 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 an evaluation of the child's progress towards their targets. Staff will</p>

education of their child	always contact parents between these meetings if there are further issues to discuss and we encourage parents to do the same.
8. The arrangements for consulting children with SEND about, and involving them in, their education	Children will discuss their personal targets with their teacher and decide upon their own personal goals each term where 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.
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	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 <a href="#">Complaints Policy</a> (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.
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	School is supported by a range of consultants and experts including: <ul style="list-style-type: none"> <li>● School Health Advisor</li> <li>● School Nurse</li> <li>● Educational Psychologist</li> <li>● Sensory Impairment Support (Visual and Hearing)</li> <li>● SENDIASS (Independent Advisory Service)</li> <li>● Schools Link Mental Health Team</li> <li>● CYPMHS</li> <li>● Community Paediatricians</li> <li>● Social Care</li> <li>● Speech &amp; Language Therapy Services</li> <li>● Occupational Therapists / Physiotherapists</li> <li>● Privately commissioned SEN consultants</li> <li>● Play Therapist</li> <li>● Link Practitioner (supporting with Early Help referrals)</li> <li>● Specialist SEMH teachers/ ASD teachers</li> <li>● SEND Outreach</li> <li>● Early Help</li> </ul>
11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in	Warrington Borough Council have an Independent Advisory Service for parents of pupils with SEND. Tel: 01925 442 978 to speak with Iain MacDonald

<p>accordance with section 32</p>	
<p>12. The school's arrangements for supporting 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"> <li>● Staff supporting parents and pupils on school visits</li> <li>● Additional visits to the High School setting</li> <li>● Close liaison with High School staff about learning needs</li> <li>● High School staff working with children with SEND in this setting</li> <li>● Meetings between High School and Primary School SEND Coordinators</li> <li>● High School staff invited to EHCP Transition Review Meetings in Year 5/6</li> <li>● Transfer of documents / CPOMS</li> </ul> <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 lead, current class teacher and receiving class teacher. These meetings take place in the Summer Term.</p> <p>Children entering our Nursery and Reception classes are invited to 'Stay &amp; Play' sessions and there are opportunities for parents to attend meetings, visit the school, ask questions and meet with staff.</p> <p>The parents of the children in Nursery and Reception are also invited to spend time in the classroom with their child and class teacher in our 'Learn with your Child' sessions.</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: <a href="http://www.warrington.gov.uk/localoffer">www.warrington.gov.uk/localoffer</a></p>
<p>14. The arrangements for the admission of disabled pupils</p>	<ul style="list-style-type: none"> <li>● The school follows a clear and inclusive <a href="#">Admissions Policy</a> that does not discriminate against disabled pupils</li> <li>● Reasonable adjustments are made during the admission process to accommodate the needs of disabled pupils</li> <li>● The school provides accessible information to parents and guardians regarding the admissions process, and any specific support or accommodations available for disabled pupils</li> <li>● Our admission arrangements do not discriminate against disabled pupils or treat them less favourably than other applicants.</li> <li>● Our Equality, Accessibility and Inclusion Plan outlines a commitment to making the school more accessible and inclusive for disabled pupils</li> <li>● Grappenhall Heys ensures that our facilities are accessible to disabled pupils. This includes physical access to buildings and classrooms, as well as provisions for pupils</li> </ul>

with sensory or mobility impairment- These children all have their own individual Care and access plan as well as a PEEPS.

- The school is committed to creating an inclusive environment where disabled pupils have equal access to education and all school activities, removing barriers and adapting provision to meet individual needs. These adjustments could include providing additional support, auxiliary aids, or modifications to the curriculum. Sensory facilities, like quiet rooms or hearing loop systems, are available for pupils with specific needs.
- The school provides appropriate learning aids and resources, such as accessible textbooks and is working to incorporate assistive technology into all areas of teaching and learning.
- We will consider any relevant medical and special educational needs (SEND) information provided by parents or the local authority when making admission decisions.
- We will consult with the local authority and consider advice from medical or other professionals when admitting disabled pupils.
- If a parent is dissatisfied with the school's decision regarding the admission of their disabled child, they have the right to appeal the decision.

The school is committed to ensuring that disabled pupils are treated equally and with respect.

The staff receive training on disability awareness and any incidents of discrimination or bullying are promptly addressed and appropriately resolved.