

Grove Park Primary School – Special Educational Needs (SEN) Report: 2020 - 2021

<p>The kinds of SEN that are provided for at Grove Park</p>	<p>At Grove Park, we are proud of our commitment to the education of the whole child and meeting the needs of individual pupils. We believe that 'every teacher is a teacher of every child', but we also recognise that during their time at primary school, children may need additional help or support for a short or longer period of time. This help may be needed for many reasons, including: communication & interaction, cognition & learning, social, emotional & mental-health and sensory and/or physical needs. Please see our website for more information on Our Local Offer and school policies. At the moment there are children with a range of additional needs at Grove Park and these include:</p> <ul style="list-style-type: none"> - Specific learning difficulties e.g. dyslexia - ASD – mild anxiety/social and communications needs (Grove Park is a mainstream school and as such we do not have specialist provision) - Physical disabilities/motor control and co-ordination needs - Speech and language difficulties - Emotional and behavioural difficulties - Hearing loss - Mild sensory needs that can be supported in the mainstream classroom
<p>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO</p>	<ul style="list-style-type: none"> • The SENCO is Michelle McGregor (Assistant Head) and she can be contacted at: senco@grovepark.hounslow.sch.uk or 020 8994 7405 • We hold termly Data Meetings where the Headteacher, Senior Leadership Team (SLT) and Class Teacher discuss the progress and attainment of every child and identify any children we are concerned about. • Teachers are constantly assessing children against the age-related expectations of the National Curriculum (using an assessment management system called Target Tracker) so they are able to quickly see if a child needs additional help or support. We do use more formal tests and assessments, but our day to day assessment of children's progress is key to identifying gaps in learning or any barriers to learning that children may be experiencing. • Some children enter our school and are already known to have additional or special needs. • Marking is carried out in great depth at Grove Park (see Marking & Assessment Policy) and we feel this is time well spent. Marking enables teachers to see how well a child has grasped a skill or concept and the progress they are making over time. • Our careful and detailed marking of children's work ensures parents, teachers and children are aware of how they are doing and where there are misconceptions or areas in which a child needs further practice or support. • If a child has been receiving high quality, inclusive and differentiated teaching alongside interventions and they are still not making progress, the class teacher will speak to the SENCO. The SENCO may observe children in class to see how best we can support and help them to overcome any barriers to learning. • Parents/Carers are welcome to make an appointment with your child's class teacher or the SENCO
<p>Arrangements for consulting parents of children with SEN</p>	<ul style="list-style-type: none"> • Parent Meetings are held twice a year and this is an opportunity for both the parent/carer and teacher to discuss any concerns about a child's progress. • Any referral forms for SEN are written with the parents and their opinion and consent is sought.

<p>and involving them in their child's education</p>	<ul style="list-style-type: none"> • If, despite support and high-quality teaching, the school continues to have concerns about your child's progress, the school may need to request external support or help from the Local Authority (LA). You will be asked for your permission and you will meet with the external professional, the SENCO and the class teacher to gather your opinions and to discuss ways to further support your child. You may be asked to read, contribute to and sign a form called a CFAN form. • If your child has support from an outside therapist such as Speech and Language and/or Occupational Therapy then the therapist will regularly update your child's targets/programme of goals as appropriate. These targets/goals will be shared with the SENCO, Class Teacher and Parents. During the Autumn and Spring term, the SENCO is available during Parent Teacher Meetings to discuss your child's targets and progress. • For all children with an EHCP (Education Health Care Plan) there will be an Annual Review Meeting with the parent/carers, SENCO, class teacher. All professionals who have had any input with your child will also be invited to the meeting. • Parents/Carers are welcome to make an appointment with your child's class teacher or the SENCO (Special Educational Needs Co-ordinator). The SENCO at Grove Park is Michelle McGregor. • Annual Reviews for children with an Education Health Care Plan always include the views of the children and parents even if they are unable to attend the meeting and parents are involved in the setting of targets for these pupils. • Home/School communication books are used for children who may find communication more challenging. • All children have targets set twice a year – these are co-produced and shared with children and parents and where applicable these targets will outline additional support your child is receiving to help them reach their targets • Your child's teacher will meet with you to discuss your child's progress. We hold parent meetings in the Autumn and Spring Term. • In the Summer Term a report is sent home which shows your child's progress and attainment against the age-related expectations of the National Curriculum. • We believe that the partnership between home and school is extremely important in order for a child to reach their full potential • If any external professionals have assessed your child's progress they will meet with you, the class teacher and the SENCO to discuss ways to best support your child. • Our Parent Support Adviser (Jo Lovatt) organises parent workshops and discussion groups on a range of specific topics which all parents are invited to. At times these are led by external speakers.
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<ul style="list-style-type: none"> • Detailed marking means that children understand what their strengths are and also how they can improve and make further progress. • All children have individualised targets set during our Target Setting Weeks. These take place twice a year and children are an integral part of this process.
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment/review</p>	<ul style="list-style-type: none"> • We hold termly Data Meetings where the Headteacher, Senior Leadership Team (SLT) and Class Teacher discuss the progress and attainment of every child and identify any children we are concerned about. • Teachers are constantly assessing children against the age-related expectations of the National Curriculum (using an assessment management system called Target Tracker) so they are able to quickly see if a child needs additional help or support. We do use more formal tests and assessments, but our day to day assessment of children's progress is key to identifying gaps in learning or any barriers to learning that children may be experiencing.

<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood</p>	<ul style="list-style-type: none"> • Social Stories and transition plans are used for children who may find moving into a new class or Key Stage challenging. • During the Summer Term all teachers start to prepare their classes for their new year group e.g. Reception classes use the Year 1 classrooms for some lessons. • Teachers and TAs have ‘handover’ time in the Summer Term when they discuss the needs of all children in each class. • The Governors hold interviews with Year 6 to discuss their transition to Year 7; how they are feeling about this and how the school may be able to support them with anything that is worrying them • Children with SEN are able to visit their new secondary schools during the Summer Term and the SENCO at Grove Park meets with the SENCOs of any new schools’ children are transferring to, to ensure they are aware of their needs. • Children who join the school part way through the year are offered a visit before starting school and are given a buddy to assist in settling in. • Children who find transition particularly challenging may work with the Learning Mentor (Mandy Bromfield) or the Well-being Mentor (Jenny Kecojevic) to prepare for this.
<p>The approach to teaching children and young people with SEN at Grove Park</p>	<ul style="list-style-type: none"> • We are a mainstream school and we do not have specialist provision, but within this we are an inclusive school and the needs of our most vulnerable pupils are fundamental to our ethos and practice. We have a proactive, whole school approach to meeting the needs of all of our pupils and we believe that every teacher is a teacher of every child, this includes those children who have additional needs, special educational needs and/or disabilities. • All teachers endeavour to cater for different abilities within the class through differentiating tasks, using a variety of teaching styles and resources. The SLT ensure that high quality teaching and learning is taking place across the school. • The Class Teacher is responsible for all children’s learning and progress. The class teacher will work closely with any other staff who are supporting children with SEN to achieve their targets. • The SENCO oversees all SEN children and works closely with the class teachers and TAs to help support all children and ensure they make progress.
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<ul style="list-style-type: none"> • All teachers endeavour to cater for different abilities within the class through differentiating tasks, using a variety of teaching styles and resources. The SLT ensure that high quality teaching and learning is taking place across the school. • Teaching Assistants (TAs) are in all classes at some point during the week and they work with different children to support their needs within lessons. • Alongside high quality, inclusive teaching we offer a range of interventions (e.g. English as an Additional Language, Phonics, handwriting, Maths, Literacy) to support children and meet their needs. These interventions can be with the Class Teacher or a Teaching Assistant. • Symbols and cards e.g. visual timetables may be used for children who find communication more challenging so they can express their emotions/needs. • Resources to support children’s physical/sensory needs (as advised by external advisers/professionals) are used e.g. specialist chairs and utensils for eating; writing slopes; Harrington Chairs; walking frames; pencil grips; motor control packs; chew buddies; fiddle toys; move ‘n’ sit cushions; ear defenders.
<p>The expertise and training of staff to support children and young people with SEN,</p>	<ul style="list-style-type: none"> • As a school we are committed to continued professional development (CPD) for our staff. We use specialists to ensure our staff have an awareness for how to ensure children’s needs are met: e.g. Handwriting and Motor Control CPD led by an Occupational Therapist (September 2018), Spelling for the Whole Brain (February 2018), Zones of Regulation (October 2019)

<p>including how specialist expertise will be secured</p>	<ul style="list-style-type: none"> • We use our notional SEN funding and EHCP funding where applicable to buy in services to support children's needs or staff training e.g. training for TAs from an Occupational Therapist or Physiotherapist • Speech and Language Therapists advise staff on how to meet children's needs in this area in the classroom and interventions
<p>Evaluating the effectiveness of the provision made for children with SEN at Grove Park</p>	<ul style="list-style-type: none"> • The Class Teacher is responsible for all children's learning and progress. The class teacher will work closely with any other staff who are supporting children with SEN to achieve their targets. • The SLT (Senior Leadership Team) carry out regular Book Looks to ensure pupil progress and the impact of high-quality teaching is evident. • We hold termly Data Meetings where the Headteacher, Senior Leadership Team (SLT) and Class Teacher discuss the progress and attainment of every child and identify any children we are concerned about. • Teachers are constantly assessing children against the age-related expectations of the National Curriculum (using an assessment management system called Target Tracker) so they are able to quickly see if a child needs additional help or support. • The SENCO oversees all SEN children and works with the class teachers and TAs to help support all children and ensure they make progress. • Reviews of children's speech, language, learning, emotional and physical needs and targets are carried out by specialists as part of children's Annual Reviews if they have an EHCP and we also Spot Commission review sessions from specialists e.g. Occupational Therapists.
<p>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>	<ul style="list-style-type: none"> • Children work independently, in pairs and in groups. They work in mixed ability groups and in groups with children of a similar ability depending on the task and objective of the lesson. Working in these different ways can support and extend children's learning and enable children with differing skills and abilities to access the curriculum. • All teachers endeavour to cater for different abilities within the class through differentiating tasks, using a variety of teaching styles and resources. The SLT ensure that high quality teaching and learning is taking place across the school. • Teaching Assistants (TAs) are in all classes at some point during the week and they work with different children to support their needs within lessons. • Resources to support children's physical/sensory needs are used e.g. specialist chairs and utensils for eating; writing slopes; Harrington Chairs; walking frames; pencil grips; motor control packs; chew buddies; fiddle toys; move 'n' sit cushions; ear defenders. • Where it has been recommended by a professional, some children have access to a lap top to aid their writing. • Alongside high quality, inclusive teaching we offer a range of interventions (e.g. Phonics, handwriting, Maths, Literacy) to support children and meet their needs. These interventions can be with the Class Teacher or a Teaching Assistant. • Class teachers plan for the use of a variety of different resources to enable children to access the curriculum within our mainstream setting. • Coaches have disability access and taxis are used where appropriate. • Where appropriate, a parent/carer may be invited to accompany a trip if a child has more complex needs. • Where appropriate, TAs will support individuals with more complex needs on trips. • A first aider goes on class trips.

	<ul style="list-style-type: none"> • Risk Assessments are carried out to ensure the health and safety of all pupils. These are checked and approved by the Headteacher in line with LA legislation. These may include reasonable adjustments or support for individuals where they have more specific needs. • Most of the school is on one floor. • There is a lift to ensure access to the second floor. • We have disabled toilets throughout the school building. • All areas of the school are accessible.
<p>Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>	<ul style="list-style-type: none"> • Safeguarding & Child Protection and related policies are in place and can be found on our website: http://www.groveparkprimary.co.uk/School-Policies/ • Our school ethos is underpinned by a 'personal growth' model of teaching whereby the 'whole child' is educated. • At Grove Park we believe that children can only learn effectively if they are free from anxiety and are feeling happy and confident. Attendance and punctuality are monitored carefully and issues are addressed. • Interventions are used to support children who may find it harder to express or deal with their emotions e.g. Social Stories. • Classes have a 'Bubble Box'. This does not require children to be able to write. They put their name in the box if they have a worry/concern/anxiety and the Class Teacher will talk to all children who have put their name in the box and support them appropriately. • Assemblies and PSHE sessions are used to address bullying/e-safety on a regular basis and to ensure children know what to do if they are being bullied. We also take part in Mental Health Week and Anti-Bullying Week in school. • Our Well-Being Mentor organises and runs a lunchtime nurture group once a week for those children who are more vulnerable. A range of activities are provided for the children including board games and mindfulness colouring and this is run by a member of the Inclusion Team. Children who attend this club also have access to a post-box where they can leave their name and/or a message for the Well-Being Mentor. • We have a Learning Mentor who uses Art to support children to develop self-esteem and the confidence to express their feelings. The role involves mentoring children in Key Stage 2 using the 'Drawing and Talking' strategy. This provides support for children with any underlying emotional difficulties that may be affecting their learning and/or behaviour.
<p>How Grove Park involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>	<p>As a school we access a range of external services. These include:</p> <ul style="list-style-type: none"> • Education Psychologist EP • We work closely with any Social Workers who are involved with children and ask them to help contribute to CFAN forms where applicable • Education Welfare Officers to support with any attendance/punctuality issues • Physiotherapists and Occupational Therapists (OT) • Speech and Language Therapists (SALT) • CAMHS (Child and Adolescent Mental Health Service) • School Nurse and School Nursing Partnership • The SEN Specialist Support Team (advisers for visual and hearing impairments and physical needs) • Education Welfare Officer (EWO) • Staff Training from Occupational Therapists and CAMHS

	<ul style="list-style-type: none">• Parent Workshops from Gill Hines and Jo Lovatt e.g. The Anxious Child <p>We always obtain consent from a parent/carer before referring a child to one of these services.</p>
Arrangements for handling complaints from parents of children with SEN	<p>Grove Park Primary School is always open to receiving comments and suggestions made by parents and other concerned parties, and we will always take such concerns and complaints seriously should they arise. We aim to treat any complaint, received, as a genuine expression of dissatisfaction where an appropriate response is required. We hope that our complaints procedure will lead to a positive and satisfactory outcome in all situations. There may be times when parents are uncertain if something is “important” enough to raise with the school staff. It is the view of Grove Park Primary School that if a matter is important to a parent, then it is important to the school. By taking quick and decisive action about concerns we hope that as a community we grow and improve.</p> <p>Our Complaints Policy can be found on our website or is available from the School Office: http://www.grovesparkprimary.co.uk/School-Policies/</p>