

# We are Grangetown

Grangetown Primary School

## SEND Parent/Carer Handbook



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### **Important Contacts**

The SENDCO (Special Educational Needs and Disabilities Coordinator) at Grangetown Primary is **Miss O'Hare** (SENDCO Award).

The needs of our pupils are monitored by a team of people:

- **Miss Mott** – Head of School
- **Miss O'Hare** – SENDCO and ARC learning support base teacher
- **Miss Cook** – SEN parent governor
- **Mrs Ackerley** – Pastoral Manager/Business Manager
- **Miss Bashford** – Mental Health Support Worker

This team is in addition to support from phase leaders (EYFS – Mrs Oliver; Phase 1 – Mr Vickers; Phase 2 – Mr Jackson), your child's class teacher and assistants who support your child's journey through school.

### **The role of the SEND Co-ordinator**

The SENDCO will:

- Work closely with staff to identify and monitor children who have SEN(D).
- Work closely with you as a parent/carer to talk with you about your child's needs and listen to any ideas or concerns you might have.
- Ensure the right provision is in place for your child through quality first teaching, reasonable adjustments and appropriate training for staff to understand your child's needs.
- Oversee the SEND records of all children on the SEN register.
- Carry out observations and arrange for further assessments or referrals, liaising with external agencies e.g. educational psychologist, and health and social services (i.e. occupational therapy, CAMHS etc).
- Be part of Senior Leadership Team (SLT) meetings, working with the Head of School, SLT and SEN Governor to evaluate information and inform of any issues.

**What is SEND?**

SEND is an abbreviated term for Special Educational Needs and/or Disabilities. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**(Children and Families Act, 2014)**

**The SEN Code of Practice (2015)** outlines 4 broad areas of special educational need. Children may have needs in more than 1 of these areas:

**1) Communication and Interaction** – these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Conditions (ASC), including Asperger's syndrome may be likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

**2) Cognition and Learning** – children with learning difficulties learn at a reduced pace than their peers despite appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning delay (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia or dyscalculia.

**3) Social, emotional and mental health (SEMH) difficulties** – children may experience a wide range of SEMH needs which present in many different ways. This may include difficulties in managing their relationships with others, becoming withdrawn, behaving in ways that may hinder their and other children's learning or children experiencing difficulties which have an impact on their health and wellbeing.

**4) Sensory and/or physical needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

**Disabilities**

Many children and young people who have SEN may also have a disability. A disability is described in law (**Equality Act, 2010**) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people. This duty is what is known as 'anticipatory' – people also need to think in advance about what disabled children and young people might need.

### **English as an Additional Language (EAL)**

Speaking English as an Additional Language (EAL) is not a Special Educational Need (SEN) but learners with EAL may themselves have additional educational needs, just like learners who use English as their First Language.

### **Vulnerable Learners**

In addition to the SEND register at Grangetown Primary, the SENDCO (Miss O'Hare) keeps a record of children deemed as 'vulnerable learners' to monitor and review support. The vulnerable learners list consists of the following:

- Any child who has had previous SEN
- SALT involvement in EYFS if there are no other concerns
- Previous SALT involvement
- Pastoral concerns including low level SEMH

**Local Offer**

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEN or disabilities and include them in an information directory called the Local Offer.

Our school has a local offer and this can be found on our website and the People's Information Network (PIN):

<http://www.peoplesinfonyet.org.uk/kb5/redcar/directory/service.page?id=7i0gyVixFQc&>

**The graduated approach**

Any support your child gets from Grangetown Primary should meet their needs. If your child has SEN(D), they will be able to access further support through the graduated approach.

**Initial conversations/cause for concern**

- You may be contacted by your child's teacher or SENDCO if we think your child needs SEN support
- Or you can approach your child's class teacher if you think your child might have SEN. You will be involved and your views will be needed throughout the process, and you will be kept up to date with the progress made.
- An initial cause for concern will be recorded and monitored to see if SEN Support is required.

**SEN Support**

The four stages of SEN support are;

**1) Assess**

Your child's difficulties must be assessed so that the right support can be provided. This will include, asking you what you think, talking to professionals who work with your child, looking at records and other information. This will be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

**2) Plan**

All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that we can check to see how well the support is working and whether the outcomes have been or are being achieved.

**3) Do**

We will then put the planned support into place. The teacher remains responsible for working with your child on a daily basis but the SENDCO, other staff and professionals involved will check that the support is being effective.

**4) Review:**

The support your child receives will be reviewed at the time agreed in the plan. We will then decide together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

**SEN Monitoring**

SEN monitoring is a term which means your child may be being monitored as possibly needing to go onto the SEN register. If your child is making progress in previously identified areas of need, you will be involved in the process of moving your child down to SEN monitoring to look at the possibility of removing them from the SEND register.

**Education Health Care Plans (EHCPs)**

At Grangetown Primary, we will often be able to meet the needs of children through SEN Support. At times, a child or young person may need a more intensive level of specialist provision which cannot be met from the resources available to schools.

In these circumstances, you or Grangetown Primary could consider asking your local authority for a statutory assessment of Education, Health and Care (EHC) needs for your child. This assessment could lead to your child getting an EHC plan. An EHCP is a legal document which brings your child's education, health and social care needs together in a single document. Your child must have special educational needs to be eligible for a plan. This will all be discussed through the assess, plan, do and review cycle.

**Grangetown ARC – learning support base**

At Grangetown Primary, we have an ARC (additional resource centre) which is a learning support base. This is a KS2 provision for children who have moderate to severe cognition and learning needs as their main area of need. There is a high staffing ratio of 1:5 and a highly differentiated, personalised curriculum for children to meet their needs and additional support to access inclusion afternoons in mainstream year groups. In order to access the ARC provision, children must have a diagnosis of MLD from an educational psychologist, be on SEN Support or have an EHCP.

Parents and carers who are going through consultation processes are welcome to look around our ARC provision. If you are interested in your child accessing this support, please speak to your current SENCO/child's teacher to see if this would be possible.



### **Preparing for Adulthood (SEND)**

The SEN Code of Practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At Grangetown Primary, we aspire for the best outcomes possible for our children. We understand that children who feel happy and safe achieve their best and go on to become confident individuals. We ensure enhanced transition support is carefully planned to support learners changing year groups and moving on to secondary school. We also discuss children's hopes and dreams for the future.

**SEND Support Network**

At Grangetown Primary, we are passionate about working together with you to meet your child's needs and offer you support as parents and carers.

**SEND team**

In addition to your child's class teacher, here is a reminder of our SEND team who are happy to help with any queries you may have:

- **Miss Mott** – Head of School
- **Miss O'Hare** – SENDCO and ARC learning support base teacher
- **Miss Cook** – SEN parent governor
- **Mrs Ackerley** – Pastoral Manager/Business Manager
- **Miss Bashford** – Mental Health Support Worker

**SEND Parent/Carer Governor**

Our wonderful SEND parent governor, Miss Cook, is a highly valued member of our SEN team who would be happy to help you to seek support.

**Parent Mail and social media**

If your child is on the SEND register, our SENCO (Miss O'Hare), will send regular information of free courses and outreach support you can access. This may be online e.g. CAMHS workshops or in person such as Daisy Chain sessions, SEND Family Support Service local drop-ins.

Please follow us on our school Facebook page and Twitter page as support for parents and carers of children on SEN will also be promoted there.

**Parent/Carer Drop-Ins**

Our SENDCO (Miss O'Hare) holds monthly drop-in sessions for parents and carers to have a cup of tea/coffee and discuss any concerns.

**Parent/Carer Consultations**

If your child is on SEN Support, you will receive an Individual Support Plan (ISP) termly of the targets your child is working on from their class teacher and the support in place to help to achieve this. There will be the opportunity for your views to be taken and your child's views with the class teacher. Our SENCO (Miss O'Hare) will call you around this time to check you are happy with your child's ISP and discuss anything further.

**Parent/Carer Forum (PCF)**

At Grangetown Primary, we have been involved in the Autism Project and have set up a Parent/Carer Forum (PCF) for parents and carers of children undergoing or with diagnosis of Autism Spectrum Condition (ASC).

PCFs will be due to start this academic year and our SENCO (Miss O'Hare) will let you know about these meetings. If you would like more information in the meantime, please contact Michelle Caddy who will be leading the forum at [michellesendfamilyrc@gmail.com](mailto:michellesendfamilyrc@gmail.com)

**Further useful documents:**

- Special Educational Needs school policy (2022) – please see our school website or request a paper copy.
- Redcar & Cleveland SEND Support - <https://www.redcar-cleveland.gov.uk/schools-and-education/special-education-needs-and-disabilities-services/send-support>
- Local offer - <http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/service.page?id=7i0gyVixFQc&>
- SEN Code of Practice (2014) - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

THANK YOU

We hope that this information has helped you to understand how we support children with Special Educational Need and/or Disabilities.

If you would like to arrange an appointment to discuss your child, please don't hesitate to arrange an appointment with the school SENDCO, Miss O'Hare.

Thank you for your continued support.