

We are Grangeton

Grangeton Primary School

SEND Parent/Carer Handbook



Review date: September 2027

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Important Contacts

The SENDCO (Special Educational Needs and Disabilities Coordinator) at Grangetown Primary is **Miss O'Hare** (NASENCO Award, University of Hertfordshire, 2022).

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

- Miss Mott – Head of School
- Mr Jackson – Deputy Head
- Miss O'Hare – SENDCO and ARC teacher
- Miss Anderson – EYFS SENDCO
- Heather Corlett – SEN governor
- Mrs Ackerley – Pastoral Manager/Business Manager
- Miss Bashford – Mental Health Support Worker

This team is in addition to support from phase leaders (Phase 1 – Mrs Oliver; Phase 2 – Mr Jackson; Phase 3 – Mr Vickers), your child's class teacher and the teaching 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 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 becoming withdrawn or isolated, as

well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

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

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 longterm (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.

Some children and young people may have SEN(D) that covers more than one of the areas above.

English as an additional language (EAL)

If your child's first language is not English, does that mean they have a learning difficulty?

The law says that children and young people do not have learning difficulties just because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Vulnerable Learners

In addition to the SEND register at Grangetown Primary, the SENDCO 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
- 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 -

[Grangetown Primary School | Redcar & Cleveland: Information Directory
\(redcar-cleveland.gov.uk\)](https://www.redcar-cleveland.gov.uk/grangetown-primary-school)

The Graduated Approach

Any support your child gets from Grangetown Primary should meet their needs. If your child has SEN, they will be able to access further help at SEN support level.

Initial conversations/cause for concern

You may be contacted by your child's teacher or SENDCO to discuss if your child needs further support. You can also approach your child's class teacher or SENDCO if you think your child might have SEN. An initial cause for concern will be recorded, monitored and reviewed to see if your child needs support at SEN support level.

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 daily 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, progress towards targets and any amendments needed.

SEN Monitoring

SEN monitoring is a term which means your child may be being monitored as possibly needing to go onto the SEN register. You will be informed of this by your child's class teacher or SENDCO. 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 Additionally Resourced Provision - ARC

At Grangetown Primary, we have an ARC (additional resource centre) which is an additionally resourced provision by Redcar and Cleveland Council. This is a KS2 provision (Y3-Y6) for children who have moderate to severe learning difficulty, amongst other complex needs. There is a high staffing ratio of 1:5 and a highly differentiated, personalised curriculum for children to meet their needs. Children are included with their mainstream peers on an afternoon with additional support. In order to access the ARC provision, children must have an EHCP with a diagnosis of MLD-SLD from an educational psychologist.

Parents and carers who are going through consultation processes are very 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.

Parent/Carer Support

The SENDCO and your child's class teacher are there to support you. In addition, there are other support services which may help too.

- SENDIASS (SEND Information, Advice and Support Services) - <https://www.redcar-cleveland.gov.uk/children-and-families-services/families-information-services/families-with-additional-needs>
- SEND Family Voice - Redcar & Cleveland - <https://sendfamilyvoicerc.co.uk/>
- Daisy Chain - <https://daisychainproject.co.uk/>

SEND Drop-Ins

Miss O'Hare and Miss Anderson run half-termly SEND drop-ins for parents/carers. This is an opportunity for our wonderful community of parents/carers of children with SEND to get together to support one another. All are welcome to attend drop-ins, whether your child is on the SEND register or you are beginning to have some concerns.

Emma Hebb from SEND Family Voice attends the drop-ins and Vickie Harvey is our parent/carers representative. We may also invite other professionals to the drop-in sessions.

Useful documents summary

- Steel River SEND Policy
- Grangetown SEN Information Report
- Easy Read SEN Guide

- Redcar and Cleveland Local Offer - <https://www.redcar-cleveland.gov.uk/children-and-families-services/local-offer>
- Redcar & Cleveland Council SEN Support - <https://www.redcar-cleveland.gov.uk/schools-and-education/special-education-needs-and-disabilities-services/send-support>

- SENDIASS (SEND Information, Advice and Support Services) -
<https://www.redcar-cleveland.gov.uk/children-and-families-services/families-information-services/families-with-additional-needs>
- SEND Family Voice - Redcar & Cleveland -
<https://sendfamilyvoicerc.co.uk/>
- SEN Code of Practice (2015) -
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
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