Grange Park Primary School - SEN Information report – 2026-2027

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Grange Park Primary school, children continue to be identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison and records from previous school or pre-school setting.
- Termly Provision map meetings with the SEND team.
- Child performing well below 'age related expectations' or equivalent and making little progress, this is reviewed regularly through data and meetings.
- SEND staff meet with parents regularly at parents evenings or through parent's provision map meetings and act on concerns.
- The school continues to work closely with external agencies – Speech and language, learning support Advisory service, Educational Psychologists and BeeU.
- Flagged up through assessments such as: Reading tests and screening, (Reading/Phonic/ Speech and language/ Maths/ Social and emotional)

2. HOW DO I RAISE CONCERNS IF I NEED TO?

This year parents have spoken to staff and contacted the SENCo – face to face, by telephone and by email. Parents have also raised concerns at parents' evenings. Parents were invited to have a discussion with the SENCo regarding their child's SEND provision in school and join our regular SEND information sessions. Please contact school if you have any concerns or worries.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

Class teachers oversee, plan and work with each child identified with additional needs in their class to ensure that appropriate progress is made in every curriculum area; they will seek advice from the SEND team in school for additional resources or strategies to support the child. This support may be for something very specific and be very short or may be part of differentiation in the classroom and may last for a longer period of time.

Our SENCo and the SEND team continue to oversee the progress of any child identified as having SEND on a regular basis.

Class based Teaching Assistants, across the school, work with children on a daily basis either individually or as part of a group this happens in the classroom every

day. However sometimes children need extra more specialist support so our team of SEND TA's have provided 1-1 and small group sessions in Base 2 away from the classroom. These sessions are short, targeted and happen 3 or 4 times a week – they include Phonic support, spelling and writing support, speech and language support and mental health support.

Additionally, we have a pastoral team that work in base 1 and 3. These teams work closely with children that require additional support away from the classroom environment for part or all of the day. This includes targeted support for communication and interaction, emotional regulation and social skills.

If a child receives this extra support parents will be informed via their individual provision map. All support is reviewed and discussed during termly provision map meetings where all classroom staff and SEND staff meet together and review identified children's progress and support and set new outcomes.

WHO WILL EXPLAIN THIS TO ME?

Class teachers will meet with you on at least a termly basis (this could be part of parent review meetings), in order to discuss your child's progress and explain the support that they are receiving.

Staff are always happy to discuss children's needs if you have questions or concerns at any time. Please speak to them directly to arrange this. Alternatively, you can contact the SENCO Jemma Roberts and meet with her to discuss your child's needs.

All children receive a report in July which explains attainment, progress and attitude to learning this is followed by a drop-in session to meet informally with staff and look at children's work in books.

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

Grange Park is an inclusive school that values a child's well- being as a priority

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

At Grange Park our pastoral team is made up of several Teaching assistants, and a class teacher. Our base 1 nurture provision is run by a class teacher and has a high child to staff ratio. Where appropriate children are supported to transition back into their

mainstream classroom several children are in the process of doing this and it is being very successful.

We have 2 lunchtime clubs led by teachers for Key Stage 1 and Key stage 2 children this supports children who find the playground challenging and need a more nurturing experience which also helps to develop social skills in a small group.

Our school pastoral co-ordinator works 1:1 and with groups of children. She supports children with interventions that focuses on mental health and well-being.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school's policy regarding the administration and managing of medicines, is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office

First aiders continue to oversee medication use, parents are informed by the use of sticker if children have received paracetamol during the day and log is kept in the school office of time and dosage. Children who have a head injury/ injury will always have a wrist band and/or first aid slip and if necessary parents will be notified. Staff update their first aid training when required. We have a number of First aiders across the school.

As a staff, we have annual Epipen / Asthma and Epilepsy training and other training as and when depending on the needs of the children in school.

Parents are requested to fill in a permission slip if they wish school staff to administer Paracetamol or other medication e.g. antibiotics. Any children who require medication on a regular basis must sign a permission slip and sign to say they have passed over tablets to staff, staff then sign to say that they have received them and keeps them in locked tins and then in a locked cupboard. When medication is administered staff sign, date and register the dose given this is then countersigned by another member of staff.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING SUSPENSION AND INCREASING ATTENDANCE?

The school behaviour policy is updated annually and is available on the school website. All staff carefully track and monitor all children's behaviour and any incidents of aggressive behaviour is collated on the schools CPOMS and Arbor computer systems and shared with all the Senior leaders in school and relevant staff.

The school behaviour policy is updated annually and is available on the school website. All staff carefully track and monitor all children's behaviour and any incidents of

aggressive behaviour is collated on the schools confidential CPOMS computer system and shared with all the Designated safeguarding leads in school and relevant staff. Collated information is anonymised and then shared with the governing body on a termly basis. Meetings with parents may be arranged if necessary to discuss any worries or concerns and we encourage all parents to request a meeting if they has any concerns. Face to face meetings are much more effective and incidents can be investigated and resolved, so please talk to us.

Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and are discussed at monthly EWO meetings (Education Welfare officer) the government has set an attendance target of 95% which all schools including Grange Park have to aspire to. It is really important that all children arrive at school on time and we offer support to help with this if it is needed. We have improved our attendance percentage this year so we are nearly in line with the National figure. We really need parents support to help us to achieve the target and it is so important to ensure children are in school every day and are on time.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Staff arrange Provision map meeting with parents and children to discuss targets, progress and outcomes every year.

We have 20 children who have Education, Health and Care plans. The plans ensure children's needs can be met at Grange Park and makes sure staffing and resources are in place for them every day. Parents are involved in the referral process and the review process and we all work very closely with our Telford and Wrekin SEND Education officer Lucy Ashley Children's views are sought as part of the EHCP process.

We run a pupil voice for all children each year and results are acted upon and shared with the governing body.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

Grange Park continues to be an accessible sight. The site is surveyed daily and this ensures everyone is safe and all accesses are clear. Accessibility to the site is assessable for all inside and outside this is reviewed annually and is linked to children's additional needs when they arise or when new children enter the school. The school is on two levels but there is lift access to the 1st floor. The site also has a hygiene room for accessible toileting needs. Senior leaders undertook an accessibility audit recently, any recommendations will be discussed and actioned.

6. HOW WILL THE CURRICULUM BE ADAPTED TO MATCH MY CHILD'S NEEDS?

Our long term curriculum plans have is updated annually and are available to parents on the school website, alongside ideas for how parents can support their child's learning at home. Our curriculum is based on Cornerstones and is theme based.

All learning continues to be carefully planned and adapted at an appropriate level, so it is accessible for all children.

Children who are identified with additional needs access support and resources in order to help them to make progress and access the curriculum, where possible the curriculum is adapted to meet the needs of the children in the classroom, however sometimes it is necessary for children to access 1-1 support and small group withdrawn intervention sessions, such as little wandle, S&L and OT resource interventions. Children continue to use Phonic phones, colour semantics and use yellow highlighted lines to help them become independent writers. Some children may need to physical resources to support their needs such as, coloured overlays, pencil grips, wobble cushions and fiddle toys.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

Staff track children's progress formally three times a year using curriculum tests and on - going teacher assessments. The data is analysed and progress and achievement measured. The senior management team scrutinise the data and track the progress of specific groups on a termly basis. Progress and attainment is shared with parents at Parent meetings and is in the children's end of Year report.

All children that are on our school SEND register have an Individual Provision Map with current outcomes and provisions. This is reviewed and shared with parents termly via TES provision map website.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

As always you are welcome to make an appointment to meet with either the class teacher or SENCo / SEND team at any time throughout the year and discuss how your child is getting on. They can offer practical advice and resources that can help you to support your child at home and explain any provision in place in school.

Some children may have a Provision map that will identify outcomes and support. Parents are given the opportunity to discuss these during the year and are provided with a copy at parent and child provision map meetings or parent evenings or on request. When a child's Provision map is reviewed, comments are made against outcomes to show the progress the child has made.

If a child has complex SEND needs they may have an Education, Health and Care Plan. Parents and children are involved in the request and review process.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we continue track and analyse the children's' progress in learning against national expectations and age-related expectations regularly. Staff assess all the time; they assess children during every lesson and through marking in books. Formal assessments and tracking take place termly and data is scrutinised. Children's progress and attainment is tracked and teaching and provision adjusted if necessary.

Pupil Outcome Meetings are held monthly. In these meetings, a discussion takes place about progress in English and Maths, children are discussed and evidence in books moderated and attainment levels agreed. These meetings feed into SEND provision and support is reviewed and adjusted when necessary. Inventions are planned to meet children's needs.

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

Grange Park is an inclusive school, and all children have been included in all parts of the school curriculum, and we include all children in all school visits. We have put in the support and planning to ensure that all visits this year have been successful for all children. Extra adults will accompany trips when the need is highlighted. Adaptations and equipment will also be included if necessary.

Risk assessments are carried out prior to any off site activity to ensure children's health & safety.

Grange Park offers a variety of clubs during lunchtimes and after school. We have 2 lunchtime clubs Key stage 1 and Key stage 2 which focus on social skills. We often provide additional staff to support after school clubs in order for children to be included.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We have built up very positive relationships with child minders and pre -school settings who feed Grange Park. We meet with pre -school staff to discuss each individual child, staff visits all children in their settings and all settings pass on a transition sheet with

developmental information about each child. Grange Park staff have visited all new children prior to starting Nursery/ Reception this year. Reception staff have visited all new children in their pre -school settings and Nursery staff have visited children at home.

We have recently reviewed our induction booklets for children and parents and based on the new school and these have been given to all the new Reception families. This year we have given out Grange Park transition teddy bear again due to the success last year. These have been given out during initial staff visits to the child's Nursery setting or home. Parents have also been given information about the school and have attended an induction meeting. This will help children settle in more effectively and help staff get to know the children. We are also undertaking a participation event – Grange Park information afternoon/ evening where parents came to receiev information about the up an coming year.

Children who have an EHC plan have transition planning meetings to which all staff involved with the child are invited to.

Transition between year groups and key stages within the school continue to be part of our annual programme of transition and handover to the next class teacher.

At any point where a child with SEND has left our school this year we have contacted the receiving school and set up meetings or telephone calls to discuss needs and transfer folders of information and classroom books. We also arrange a transition program with Telford Park to ensure Year 6 targeted children have additional visits to support a smooth transition to Secondary school.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible to support children with additional needs.

Our school environment supports children with additional needs, classrooms have : visual timetables, phonic mats, coloured overlays, word banks and English and Maths displays, SEND equipment, such as sloping boards and colour overlays.

As a school we continue to work closely with all external agencies that we feel are relevant to supporting individual children's' needs. This year we have worked with: Behaviour support Service, Health services including: GPs, school nurse, BeeU (Child and Adolescent Mental Health Service), paediatricians, Mental health practitioners, speech and language therapists, and children's services including: locality teams, social workers; educational psychologists and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

At Grange Park we ensure that we have a variety of skills among our staff, in order to enable us to support all children in the best possible way.

This year we are part of the ELSEC programme that focuses on early S&L support. Whole school training focusing on oracy is being provided by the ELSEC team and some staff are being trained to lead Talk Boost sessions. Last year staff have accessed training through the PINS project that have provided staff with further training in neurodiversity, sensory processing and interoception from the OT service.

Grange Park also operates an internal training programme for support staff, facilitated by staff every term.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

As always please speak to your child's class teacher in the first instance. You can also contact Jemma Roberts SENCo by email, telephone or via the office.

General information relating to SEND can be found on the school website, including the school offer and the SEND policy.

You might also wish to visit the following website:

Telford and Wrekins Local Offer, outlining services available for children and young people who have SEND, can be found at: http://www.telford.gov.uk/info/20027/special_educational_needs_sen/290/send_local_offer

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Administrator Jenny Smith for further information about the school and to arrange a tour of the school and a meeting with a member of staff.

The school website also provides information which may help you in your decision about our school being right for your child before you arrange a visit.

School Tel: 01952 387490