



Grasslot Infant School SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEND. We hope parents of current and prospective pupils find the information helpful and we encourage all parties to contact the school for more information. Our school SENCO Lisa Chilton is available by calling 01900 812268 or by emailing head@grasslot.cumbria.sch.uk.

Admissions

Grasslot Infant School strives to be a fully inclusive school who will endeavour to meet the needs of any child wishing to attend. We ensure we meet our duties by:

- Admitting any child who has named the school in their EHC Plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC Plan.
- Considering applications from parents of children who have SEND but do not have an EHC Plan.
- Ensuring that no child in the catchment area is refused admission to school solely on grounds that he/ she has special educational needs.
- Considering applications from children outside the catchment area who have SEND for which we can cater for, where the class size allows.

Currently we provide for the following types of SEND:

- Autism
- ADHD
- Specific learning difficulties- English, Reading, Maths
- Mild, Moderate & Severe learning needs
- Speech and Language difficulties
- Physical disabilities
- Children with social, emotional and behavioural issues

Identification and Assessment

We identify children with SEND in a number of ways. This includes:

- Liaising with previous settings
- Identifying children working below age related expectations
- Noting if there is a change in a pupil's behaviour
- Listening to concerns and identifying children with possible SEND during regular staff and pupil progress meetings
- Investigating concerns raised by parents/ carers
- Using assessments such as the Early Years Developmental Journal to track pupil progress
- Completing Boxall profiles.

For the vast majority of children their needs will be met within school, with external support from professionals if necessary. We offer a graduated approach to meeting the needs of any child identified with SEND. Any child who is deemed to be making little or no progress when teaching approaches are targeted specifically at a child's identified area of weakness then the child may be, with consultation with parents, put on SEND Support IEP (Individual Education

Plan) or a GEP (Group Education Plan). If a child still does not make reasonable progress they may be considered for an EHCP.

Evaluating the effectiveness of SEND provision

Children with EHCP's as well as those on our school support registers have their progress tracked regularly to ensure progress is being made. Teacher analysis of data is used to identify any children who need help, support or interventions to make progress. We have a SEND governor who monitors provision and meets regularly with the SENCO.

Assessing and reviewing progress

We assess the progress of pupils with SEND throughout the year in the following ways:

- Teacher assessment to ensure the gap between child and age related expectation is narrowing
- Review targets set in IEPs, GEPs and EHCPs ensuring that the child is meeting individual targets
- Review specific intervention targets
- Use of specific intervention assessments e.g. Early Talkboost
- Governor monitoring
- Discussions with the child and any members of staff that they are involved with
- Discussions and feedback meeting with parents

Our approach to teaching pupils with SEND

At Grasslot Infant School we focus on the child or young person as an individual and integration is key to our approach. We offer:

- Quality First Teaching
- Personalised teaching and learning programmes e.g. Read, Write Inc.
- Phonics and Reading ability groups
- Fast track tutoring
- In class small group support
- Specific learning interventions e.g. ELSA
- Speech and Language intervention programmes e.g. Early Talkboost and Talkboost
- Social, emotional and wellbeing intervention groups e.g. ELSA, Time to Talk
- Risk and safety groups- Kidsafe
- Access to a Learning Mentor.

Adapting the curriculum for pupils with SEND

At Grasslot Infants we ensure that the curriculum is accessible to all children and that the children have the same learning experiences wherever possible, through adaptive teaching. All activities in class are planned at an appropriate level and homework tasks are set to help parents support their child at home. Children have access to appropriate resources to support their learning, including access to personalised learning programmes such as Read, Write Inc and Mathswizz. We also adapt our teaching for learning in Foundation subjects. In Reading and Phonics, children are taught in ability groups which focus on the needs of the specific group of children. In class support is also offered across the curriculum, with a teaching assistant supporting groups daily.

Inclusion for pupils with SEND

Grasslot Infant School is an inclusive school and we endeavour to meet the needs of every child who attends. The school is on one level with wheelchair access, and there is a disabled toilet and shower in the main building. After school clubs are accessible to all children and the SENCO manages the SEND budget to ensure that any specialist equipment that is

needed is made available. All school trips are accessible to all- additional adult support may be made available and risk assessments will be drawn up to ensure the safety of all pupils, staff and members of the public.

Emotional, Mental and Social support

We believe in developing children in all aspects and preparing them for life outside school. We offer a broad and balanced curriculum that caters for the emotional, mental and social needs of our children. All children are taught valuable skills through the PSHE curriculum and all of the staff follow our positive behaviour and anti-bullying policies. We can also offer more specialised support through nurture groups, where personal, social and emotional skills are a focus. The Learning Mentor and SENDCo in school can offer support to families in making contact with outside agencies that may be of benefit to a child.

SEND School contact details

The following details are for staff members who offer expertise relating to SEND:

Mrs Lisa Chilton	Head Teacher, SENCo
Mrs Angela Holliday	Learning Mentor/ Mental Health Lead
Mrs Lucy Brannon	Foundation Stage Early Help Support

Specialist Services

In addition to what we offer at Grasslot School, we liaise with and use the services of the following specialists:

- Family Action
- CAHMS
- Specialist Advisory Teachers e.g. Autism, Physical/ Medical
- Early Years Team & Area SENCo
- Speech Therapist
- Educational Psychologist
- Occupational Therapist
- Police
- Social Services
- Early Help
- Young Carers
- The Virtual School- Looked after children.

Involvement of parents for children with SEND

We believe that pupils and parents/ carers should be involved in all decision making. To ensure this we:

- Meet informally with parents to discuss concerns

- Meet formally with parents in the spring term to discuss progress, barriers to learning and individual targets
- The class teacher and SENCO meet regularly to share and discuss IEP and EHCP' targets with parents
- Hold annual reviews for those children with EHCP's

This involvement should help parents and children with SEND (wherever possible) express their needs, wishes and goals, and should:

- Be easy for the children and their parents to understand, using clear ordinary language, rather than professional jargon
- Highlight the child's strengths and capabilities
- Enable the child, and those who know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Bring together relevant professionals to discuss and agree together the overall approach.

Transition

Our transitional arrangements for pupils with SEND include:

- SENCO will meet with previous/ next setting staff to discuss the child's individual needs and requirements
- Any EHCPs or Individual support plans will be shared
- If a face to face meeting is not possible, telephone consultations will take place
- A phased transition to Junior School may be led by the learning mentor
- Consultations with outside agencies to ensure staff are suitably trained and school has the correct equipment.
- Additional visits to the new classroom may be made to familiarise children with their new teacher and new classroom environment.

Complaints

Our arrangements regarding complaints for parents of pupils with SEND are as follows:

Anyone who uses the school is able to access Grasslot Infant School's complaints procedure which is available on the website.

A person can contact the school office to make an appointment to meet a member of staff to raise a concern. The concern will be addressed and dealt with by the appropriate people as quickly as possible.

If you are not satisfied with the resolution then you are able to make a formal written complaint to the head teacher or governing body who will arrange for the complaint to be investigated by a nominated person. You will be contacted by school to discuss the outcomes. If the outcome is still unsatisfactory then the chair of governors will arrange a panel to consider your appeal and you will be responded to in a set timescale.

Further information about Cumbria's local offer, explaining what is available from the local authority, can be found using the following link:

[Families Information | Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#)