

# The Grove Primary School



## Special Educational Needs and Disabilities Information Report 2025

At The Grove Primary School, we strive to provide the most effective and appropriate support to enable all children to achieve and thrive. Many steps may be taken, in partnership with parents, to ensure that this happens.

High quality teaching is the first step in any child's learning journey. However, for some children there are occasions when additional support may be needed to help them achieve to the best of their ability. Each pupil's learning is planned by the class teacher and will be differentiated appropriately to meet their individual needs.

There are four broad areas of need for which additional support may be provided:

- a. Communication and Interaction
- b. Cognition and Learning
- c. Social, emotional and mental health difficulties
- d. Sensory and/or physical needs

These are explored in more detail in the Inclusion and SEND Policy.

The following information explains how additional support may be identified and delivered at The Grove.

### How does The Grove Primary School know if children need extra help?

We know when a child needs extra help if their attainment/progress is not at the expected level for their age, if there is a change in their behaviour, if their behaviour is considerably different to that of their peers, or if concerns are raised by adults who work with the child or by you, the child's parents/carers. Class teachers are continually assessing and monitoring the children in their class to check their understanding and emotional well-being and whether any additional support may be required. Formal assessments in reading, writing and maths are carried out at the end of each term.

Additional subject specific assessments may be carried out by the SEND team to determine a more precise area of need.

Pupil Review Meetings are held each term in which class teachers and the Senior Leadership Team discuss the progress of their pupils. This shared discussion highlights any children who are not on track to make expected progress, so that further assessment and/or support can be planned and implemented.

### What should I do if I think my child may have special educational needs?

You should approach your child's class teacher and share your concerns. The teacher will discuss your concerns with you and agree a course of action, which will be monitored over a period of time. If concerns continue, your child's class teacher will inform you and discuss your child's needs with Mrs Hardy, who is the school's Deputy Head and Special Educational Needs Co-ordinator (SENCo).

### What can The Grove do to support my child's learning?

At The Grove we have a core offer of support which outlines the different things we can put in place to support your child's needs. This includes those things to which all children have access, should they need some extra support within class, as well as targeted reasonable adjustments which will support children on the SEND register or with emerging SEND needs. Our offer includes a range of evidence-based intervention programmes which support children's progress and development within the four areas of need. These may be run by a member of the SEND team or a class TA either in a small group or 1:1, depending on the needs your child and the requirements of the intervention.

The Aviary class is our small nurture-based alternative learning environment for children within their first few years at school who require very specific and individualised support in order to access their learning. These children may have communication and language and/or cognition and learning needs and for example, may have a diagnosis of Autistic Spectrum Disorder. The offer of a place in The Aviary class for your child would follow discussions between a child's class teacher, Mrs Hardy, Mrs Rowe (Headteacher) and Mr Cumberland (Aviary lead). Please note this provision is not available during academic year 2024-2025.

The Grove Alternative Curriculum (TGAC) has been devised to meet the needs of children with a high level of complex and varied SEMH needs, who are unable to manage full time within a mainstream classroom for a variety of reasons. These children may already have a medical diagnosis, for example of ADHD, or have been identified as having significant developmental trauma and will either have an EHCP or be in the Needs Assessment process. TGAC can be actioned when additional support and strategies have been tried and reviewed showing a lack of impact. There is no specific timeframe on when TGAC may be started, as every child is different and will present with different needs and challenges and the curriculum plan will look slightly different for each child according to those individual needs. As part of this process, external advice will have been sought and utilised in developing the class-based support plan and then for the TGAC plan.

The decision to move your child onto TGAC will have been discussed between Mrs Hardy and Mrs Rowe, with input from your child's class teacher, supporting TAs and ongoing conversations with and consent from you, as parents.

### How will I know what The Grove Primary School is doing to support my child?

Parent consultation evenings are held each term, when your child's class teacher will discuss with you how they are being supported.

If a pupil has specific needs relating to one of the four areas stated above, then the process outlined on the Graduated Response Flow Chart will begin. Please refer to the Graduated Response Flow Chart.

If ongoing concerns have been identified, Mrs Hardy will speak with you to discuss your child's needs and the next steps to support them in their learning journey.

If your child has been placed on the SEND register, they will have an Additional Support Plan, containing targets to address their specific needs. This plan will be shared with you by your child's class teacher, and you will have the chance to be involved in reviewing your child's progress towards their targets.

If your child is following the Early Support pathway, due to a significant level of need on entry to school in Reception, Mrs Hardy will invite you to regular meetings to discuss their progress through the relevant assessment and support process.

If you have family/social worker support, you will be invited to regular meetings and your child's support and progress will form an important part of the discussion.

If your child has an Education, Health and Care Plan (EHCP), you will be invited to an annual review of the plan, at which support and progress will be discussed.

In addition, appointments can be made with class teachers or Mrs Hardy to discuss your child's support.

#### How will the curriculum be matched to my child's needs?

Class teachers will plan individualised work to enable your child to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with your child either 1-1 or in a small focus group to target more specific learning needs.

If your child has an Additional Support Plan (ASP), their targets will address their particular area/s of need and will be discussed with your child when they are set and again when they are reviewed. Targets will be monitored by the class teacher and by the SENCo at least three times per year. If appropriate, specialist equipment may be provided for your child to use e.g. writing slopes, wobble cushions, pen/pencils grips or easy to use scissors.

#### How will you help me to support my child's learning?

Your child's class teacher may suggest ways for you to support your child at home.

In addition, Mrs Hardy is available to speak with you to discuss strategies to use or signpost you to further support if there are difficulties with your child's behaviour/emotional needs.

If outside agencies, including the Educational Psychologist have been involved, recommended support strategies will be shared with you.

#### What support will there be for my child's emotional well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. This may simply include time for the child to have regular conversations with an adult within school such as their class teacher or teaching assistant, in order to feel safe. When necessary, the school offers other sources of support, these include:

Emotional Literacy Support Assistant activities/1:1 Talk Time/Drawing and Talking Intervention- run by our Pastoral TAs

Social Skills Groups –run by a trained teaching assistant to support in developing social skills and forming friendships with peers.

Blue Smile – Blue Smile work in the school on a weekly basis offering play therapy and mentoring. This support is often long term and a child may be involved with the service for up to a year.

Therapy dogs- access is available to 2 therapy dogs within school.

Red Hen – The Red Hen Project provides family workers who work with parents and children in the home and school environments.

Please refer to the Mental Health and Well-Being Policy for full details.

### What if my child has a medical need?

If your child has a medical need then an appropriate care plan will be compiled with support from medical professionals and in consultation with parents/carers. These will be shared with all staff who are involved with your child.

When necessary, staff will receive specific training, usually from the school nursing team, to meet your child's individual needs.

Where necessary, and in agreement with parents/carers, medicines can be administered in school. However, this can only be done if the medicine has been prescribed for your child by a doctor and parents/carers have completed a consent form, which can be obtained at the school office. This is to ensure the safety of your child and staff.

All members of staff receive basic first aid training annually and several have received a 3-day training course and are qualified to deal with more serious medical issues. In EYFS there is at least one paediatric trained first aider. All TAs complete annual asthma and anaphylaxis training.

Please refer to the Policy for Supporting Children in School with Medical Conditions.

### What specialist services and expertise are available at or accessed by the school?

Occasionally school may feel that further assessment/support from an outside agency would be beneficial for your child. If this is the case, Mrs Hardy will speak to you about the relevant referral process, to gain your consent and to ask for your input in completing the necessary paperwork. All required documents will then be forwarded by school to the most appropriate agency.

Agencies used by the school include:

- a. SEND Specialist Services including SEND Specialist Teachers and Educational Psychologists
- b. Speech & Language Therapy
- c. Occupational Therapy and Physiotherapy
- d. Community Paediatricians
- e. School Nursing Team
- f. Therapists (eg Blue Smile/Acorn Project)

- g. CAMHS (Child & Adolescent Mental Health Service)
- h. Sensory Services (e.g. Hearing and Visual impairments)
- i. Red Hen Project – Family workers
- j. District Family Workers
- k. Children’s Social Care
- l. Emotional Health and Wellbeing Service
- m. Mental Health Support Team
- n. Centre 33 (Young Carers)

### What SEND training have the staff at The Grove received?

All members of teaching and support staff receive ongoing CPD related to different areas of SEND. This takes place either within school or at courses run by the local authority or other organisations. Some staff, working with children who have more complex needs, may have received more specialised training. The SENCO has completed the National Award for SEN Co-ordination.

### How will my child be included in activities outside the classroom including school trips?

All activities and school trips are available to every child. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that 1:1 parental support is required to ensure the safety and wellbeing of all children, you may be asked to accompany your child during the activity. This will always be discussed with you in advance.

### How accessible is the school environment?

The design of the school ensures that it meets the requirements of the DDA (Disability Discrimination Act 1995). As a school we are happy to discuss individual access requirements and work with the Occupational Therapy team to ensure the environment is suitable for all the children who attend The Grove. Please refer to the School’s Accessibility Policy.

### How will the school prepare for and support my child when they are joining The Grove Primary School or transferring to a new school?

Many strategies are in place to enable your child’s transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools/nurseries prior to your child joining/leaving.
- In preparation for the next academic year, all pupils attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged if your child needs extra time in their new class/school.
- Transition support sessions with TAs may be offered if required
- Relevant teaching staff and Mrs Hardy are always willing to meet you and your child prior to them joining The Grove.
- Secondary school support visits are organised prior to Y7 transfer.

- Secondary school transition preparation sessions may be run by linked agencies, such as the Mental Health Support Team and Blue Smile.
- Mrs Hardy liaises with the SENCos from local schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged between Mrs Hardy, the receiving school SENCo, you and, where appropriate, your child.

### How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil review meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff, specialised resources or intervention programmes and are dependent on individual circumstances.

If a child has an Education, Health and Care Plan, this usually provides additional funding which has been granted to enable the school to meet that child's specific needs. This may take the form of specialist resources, intervention programmes and/or additional adult support. Funding is reviewed annually by the Local Authority and school has to provide a detailed costed provision map to show how it is being used to support the child's learning and development.

### How is the decision made about how much support my child will receive?

Decisions are made in consultation with the class teacher, SENCo and parents. Decisions are based upon ongoing tracking of pupil progress, as a result of assessments carried out in school and/or by outside agencies, the observation of a child's presenting needs and emotional health and well-being over time.

### How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute fully to their child's education, including any SEND provision. This may be through:

- a. Discussions with the class teacher during parent consultation evenings.
- b. Discussions with Mrs Hardy and/or other professionals at specific meetings.
- c. Feedback on and contribution to the development of Additional Support Plans.
- d. Feedback on and contribution to development of Education, Health and Care Plans.

### What do I do if I have a concern about my child's SEND provision?

If you have any queries or concerns about the SEND provision that your child is receiving, you should initially speak with your child's class teacher. If you are not satisfied with the outcome, you should then arrange to meet with Mrs Hardy to discuss your concerns and potential solutions. If you continue to have concerns you should then speak to the Head teacher, Mrs Rowe, who will investigate the matter and then contact you with the outcome. If Mrs Rowe has not resolved the matter to your satisfaction, it will be referred to the Chair of Governors, according to the school's

agreed complaints procedure. If you require a copy of this procedure, please see the school's website or ask at the school office.

### What do I do if I have a safeguarding concern about my child?

The Governors of The Grove Primary School are responsible for Safeguarding and Child Protection. They are also responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the school's Single Central Record.

On a day-to-day basis this responsibility is delegated to Mrs Rowe (Headteacher), Mrs Hardy (Deputy Head/SENCo), Miss Moore (Family Liaison Officer), Mrs Nicholls (ELSA) and Mrs Benson (ELSA) who are the Designated Child Protection Officers. They can be contacted via the school office if you have a safeguarding concern that you wish to discuss.

### Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with your child's class teacher or Mrs Hardy.

For additional information please refer to:

Cambridgeshire County Council's Local Offer: <http://www.cambridgeshire.gov.uk/localoffer>

The following linked documents are on the School Website:

- Inclusion and SEND Policy
- Mental Health and Well-Being Policy
- Accessibility Policy
- Policy for Supporting Children in School with Medical Conditions
- Safeguarding and Child Protection Policy
- Cambridgeshire County Council Dyslexia Guidance (2016)

Please contact Mrs Hardy via the school office if you have any further questions.