



Gravesnor Avenue Infant School

Special Educational Needs and Disability (SEND) Information Report 2021-2022

As a school, we work within the Barnet Borough Council guidance on the Provision for children with SEND in mainstream schools. The Barnet Local Offer states the ways in which pupils with additional needs are supported within mainstream schools. Here is the link <https://www.barnetlocaloffer.org.uk/>. We also follow our Gravesnor Infant School Special Educational Needs Policy.

Our information pages about Special Educational Needs and Disabilities (SEND)

Understanding SEND

Children make progress at different rates based on a wide variety of factors that affect their learning and progress. They all learn in different ways and have different learning styles, which staff at Watling Park School take into account and adapt their teaching styles accordingly. Children who are progressing slowly or are having a particular difficulty in one or more areas of their learning, maybe offered extra support to help them achieve their full potential. It is crucial to understand that, even if your child is making slower progress than you would expect or that your child requires additional support, it does not necessarily mean that your child has special educational needs.

The Special Educational Needs and Disability (SEND) Code of Practice; for 0 to 25 years old (Statutory Guidance for organisations who work with and support children and young people with SEN), which was released in January 2015, is the document that gives guidance on increasing options and improving provision for children and young people with Special educational Needs.

This definition appears on page 4 of the document:

xi A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xii A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or***
- has a disability which prevents or hinders him or her 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***

xiii For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post -16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

xiv A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xii. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Special Educational Needs and Disabilities (SEND) could mean that a child has:

- Social, Emotional and Mental Health Needs
- Cognition and Learning
- Sensory and/or Physical Needs
- Communication and Interaction Needs



Our commitment

Grasvenor Avenue Infant School is committed to providing a high quality education to all children living in our local area and we believe that all children, including those identified as having a special educational need or a disability (SEND), have a common entitlement to a broad and balanced curriculum that is accessible to them.

At Grasvenor Infant School all pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We believe that all children should be equally valued both in and outside the school. We strive to develop an inclusive learning environment, eliminating discrimination and prejudice, where all children can enjoy, learn and succeed flourishing in a safe environment.

What we offer at Grasvenor Avenue Infant School

Diversity and Inclusion

We are dedicated to promoting an inclusive ethos across the school community. We believe that inclusion is directly related to diversity and equality which we promote for all children in our care, irrespective of their gender, age, ethnicity, impairment, attainment and background. We are highly committed to differentiated provision and achievement of different groups of learners.

Quality First Teaching

At Grasvenor School we strongly believe that all children are capable of learning, however, any child may experience difficulties and limitations in different areas of learning based on a wide range of factors. It is our duty to help them to succeed via the high quality teaching and care that we offer. The curriculum is broad, balanced and tailored to meet the needs of all pupils, including those who need extra support or challenge high achieving, talented and gifted children. Teachers use a variety of teaching styles and a wide range of learning equipment and technology to support learning and allow all children to access the curriculum. A thorough assessment system means that pupils' needs are quickly identified and addressed accordingly.

At Grasvenor Infant School, our **Inclusion Leader is Ms Watson (Headteacher)**

Their contact details are the following:

Phone: 020 8449 6053

E-mail: office@grasvenoravenue.barnetmail.net

They are responsible for overseeing the Special Education Needs and Disability Policy and coordination of specific provision made to support individual children with SEN. Their role is to liaise with staff to monitor pupils' progress and plan further interventions where progress is slower or much faster than expected, as well as with parents/carers to keep them informed about current provision and discuss their concerns and lastly to collaborate with external agencies and specialists in order to provide more specialist advice if needed.

What should parents /carers do when they are concerned about their child's progress or special educational need

We understand that sometimes as a parent/carer you may have concerns about your child and be unsure how they are getting on at school, or you may have worries about your child's behaviour at home or concerns about their general development. Also, sometimes your child may be struggling with coming in to school, learning in class, home learning or may be having difficulties at home and you may need someone to talk to. In some cases parents/carers raise a concern and think that your child may have a special educational need. In the above instances we will arrange for a meeting to discuss it with you and identify ways for further action as and when required. We aim to collaborate with you as parents and carers to achieve a joint decision on what would be the best approach for your child and agree on ways to achieve the desired outcomes.



How we identify a child's individual special educational learning needs and what extra help they need

1. Transition of SEN status from previous school/nursery

When it has been established that a child has SEND before they start Watling Park, we aim to collaborate closely with all people involved: pupil, parents, class teachers, SENDCo, speech and language therapist, etc. in order to ensure a smooth transition. We use the information about the SEND to strive for the best provision.

2. Informed by parents/carers

When the concern about special educational needs is raised by parents/carers we apply a graduated approach to identify SEN (see the next bullet point).

3. Identification by the School

When our staff are concerned about the progress in a particular area of child's development we deploy a graduated approach to identify of special educational needs. Based on regular observations, assessment and tracking of all pupils by class teachers, we identify pupils who are making less than the expected progress despite Quality First Teaching. There may also be concerns regarding emotional well-being or behaviour.

The class teacher completes initial concerns record and meets with the parents/carers/child (if appropriate). After mutual agreement, the class teacher sets out specific outcomes and plans for Quality First Teaching and extra support and other strategies targeted at areas of weakness.

This is followed by a review when we re-asses the child's progress. If the child responded well to additional provision and showed good progress we return to regular tracking. If the child made some progress we repeat the cycle once more. If the child makes less than expected progress towards agreed outcomes despite Quality First Teaching targeted at areas of weakness, we communicate this with parents/cares and the SENDCo. This is followed by further assessment carried out by the class teacher and the SENDCo in order to provide clearer understanding of the child's needs and decision whether the child has a learning difficulty which requires SEN provision. Then the SEN support begins and the child is recorded on the school's SEN register and the parents are informed.

Once the child has been identified as a child with SEN, the parents then work closely with the SENDCo and the class teacher to plan the next steps and provision needed. At times, this will result in the completion of an individual support plan. The agreed provision is then reviewed each term and the next set of action is agreed. In some cases we may seek specialised support based on parental consent.

How we involve parents/carers in identifying SEN and planning to meet those needs

- At Grasvenor Infant School, we understand that all parents and carers want the best for their children and hope they will be happy and achieve their potential at school, therefore we employ constructive strategies for engaging with parents/carers to the benefit of all children. We strongly believe that the success of our children depends on close collaboration and partnership between parents/carers and the school. This relationship is vital when a child has additional needs, hence we involve parents/carers in all decisions with regards to your child's support.
- We acknowledge the fact that parents/carers know their children best and we always take into account parents/carers views and experiences in order to increase the efficiency of our provision put in place for the child.
- Parents are also invited into school to talk about the progress their child is making – what is working and what might need to change. These review meetings are in addition to Parents'/Carers' Meetings and give parents the opportunity to talk in greater detail about the provision that is in place to support their child and to ask questions or provide us with important information in a friendly and unhurried situation. We like to establish an effective way to communicate with parents/carers, not only through face to face meetings, but also regular emails and phone conversations.
- We are happy to work in close partnership and collaboration with parents/carers of children with more complex needs, in order to support the best we can at school, whenever it is appropriate and possible. We are keen to work with parents/carers to provide advice and learn ourselves on how to support the children with particular needs including medical conditions, those who need specialised equipment or



technology, those who need to attend and continue prescribed therapeutic programmes such as speech and language therapy, occupational therapy, physiotherapy. We invite parents/carers to attend the TAC (Team around the child) meetings where parents/cares have the opportunity to meet the specialist teachers and discuss the benefits of the prescribed programmes and their child's progress.

How we involve and consult children with SEND in their education and plan collaboratively to meet their needs

At Grasvenor Infant School we aim to consult and involve pupils in their learning when appropriate by:

- Explaining carefully and sensitively why they are receiving support and determining what they themselves would like to improve and achieve in their learning.
- The class teacher, SENDCo and teaching assistant discusses with the child what the targets and outcomes are and what it means for them.
- Liaising with parents/carers in order to encourage particular activities to take place at home while emphasising the importance of working together with their child in a happy and fun environment at home.
- Discussion with the children to help establish their preferred learning styles.
- Encouraging pupils to be fully involved in the process of support by the class teacher, SENDCo, Teaching Assistants and others involved by asking questions, seeking clarification and developing independence. The whole process is based on high levels of positive encouragement, praise and reward systems.

How we assess and review pupils' progress

- At Grasvenor Infant School, we use accurate formative pupil assessment data collected termly to inform provision at all levels. The data is used to inform in depth termly Pupil Progress meetings where the class and individual attainment and progress are discussed in detail among class teachers, learning support assistants, SENDCo and the head teacher/deputy head teacher. These pupil progress meetings help establish concrete steps for underperforming or coasting pupils as well as the pupils with SEN and give opportunities to discuss Quality First Teaching and additional support on pupils' performance. This approach enables carefully tailored intervention strategies to meet pupil's individual and special educational needs.
- Thorough assessments mean that the pupils' needs are identified early on. Furthermore those children with additional needs are assessed and staff resources are deployed appropriately to support those making less than expected progress as well as pupils with SEN.
- We use The Early Years Foundation Stage Framework (EYFS) to assess children with SEN who are not at the stage of achieving within the National Curriculum. To review the progress of pupils with SEND the class teachers will discuss progress with parents/carers at the SEN review.
- For children with SEND we plan to follow the: Assess, Plan, Do, and Review cycle – outcomes of which will be shared with parents/carers at the SEN review meetings each term.
- If your child has an EHCP plan, their views will be sought before any review meetings. Your child will also be invited to attend the latter part of the Annual review.

What training and specialist skills do the staff supporting children with SEND have

- At Grasvenor the headteacher strongly believes in the importance of training and continuous professional development. Staff are encouraged to attend training sessions that help them to support all pupils including those with SEND. Staff are also encouraged to visit other schools in the borough to observe good practice.
- We collaborate closely with various specialists to get advice and support the pupils with SEND. We have established links with:
 - Schools and Community Psychology Services
 - Speech and Language Therapy
 - Occupational Therapy
 - Early Years Advisory Services
 - Autism Outreach Services



- The SENCo shares her knowledge and experience through whole-school training sessions and regular staff meetings with class teachers as well as Teaching Assistants.
- The leadership team always looks closely at the needs of all children, including pupils with SEND. We seek training for all or particular staff in order to provide appropriate provision for students with SEND.

Extra-curricular activities available for children with SEND

- At Grasvenor Infant School, we offer a number of after school extra-curricular activities in the form of after-school clubs and wrap around care, which are available to all children if we are able to allocate the additional support required.
- We organise regular external educational visits and organise visits for people coming into school to support different topic areas. All children including children with SEND are included and we provide any support required for their full participation. We choose visits that are accessible to all. Before each visit we complete the risk assessment which is shared and discussed in detail with all adults attending the trip.

How we support children in their transition into our school and when they leave us

- If your child is joining our school in Reception, we schedule a meeting with your child's previous setting in the summer term prior to the child starting in September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to our school are encouraged for those children who may find transition difficult, due to the nature of their SEND. Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs and to ensure the correct support is in place.
- We collaborate with external specialists involved with children with SEND in order to ensure continuity of specialist support and arrange for training in order to equip the staff with the appropriate skills to ensure effective provision.
- When moving classes in school children with SEND are supported with extra visits to the new class. We provide booklets for children containing pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face to minimise and encourage an anxiety free transition.

What extra support do we deploy to help us meet your child's SEN: Specialist services, external expertise and how we work together collaboratively

- We have support from specialist teachers and support staff to access the curriculum and extra work on SEND related needs (speech, language and communication, hearing impairment, visual impairment, occupational therapy, behaviour related needs and learning difficulties) We get the support from the Local Authority Services, SEN Specialist, Educational Psychologists, Speech and Language Therapy.

What to do if you are not satisfied with your child's support or progress

- Your first point of contact is always the person responsible – this may be class teacher. Explain your concerns to them first. If you are not satisfied that your concerns have been addressed, please speak to the SENCo head teacher.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.