



## **Special Educational Needs and Disability** **"What we offer"**

This is our Special Educational Needs School Information Report and outlines what we offer for children and young people with special educational needs and disabilities (SEND) in our school.

Please also refer to our SEND policy and our Accessibility Plan

How do you teach children or young people with special educational needs

## and disabilities?

We are aspirational about all our children. We aim for 'quality first teaching' in all our classrooms which is a particular way of planning and teaching that means the lessons are adapted, modified and structured as much as possible to suit all the learners.

We plan all our lessons carefully and make sure that the learning and activities are modified and appropriate for all the children in the class. For example, we scaffold writing tasks by sometimes giving sentence starters, key words, putting in adult support, or have patterns to follow rather than more open-ended tasks. All our children follow the same curriculum but, if appropriate, we will adapt the curriculum to suit individual children so that they can make progress from their different starting points.

We will always adapt the learning environment to enable learners to access the curriculum. For example, if a child has a sensory impairment, we will work with specialist agencies to ensure we are doing all we can to make reasonable adjustments so that all learners can learn.

## How do you decide a child or young person has special educational needs or disabilities?

Class Teachers, Teaching Assistants, Nursery Staff and the Leadership Team at Grace Cook closely monitor the progress of all our children. This information will often be the first step in identifying if a child may be having some difficulties. If a child is not making as much progress as expected, the class teacher will adapt their teaching to see if this helps the child make progress and the child may have extra help in an intervention group. The class teacher will also share their concerns with the Headteacher at Pupil Progress Meetings held throughout the year and will seek advice from our SENCo.

The class teacher will contact the child's parents/carers to discuss any concerns or difficulties, and the school will work closely with the parents/carers to work out the best way to support the child and identify any specific needs.

Other assessments such as WellComm speech and language screening, Rapid Dyslexia screening, British Picture Vocabulary Scale, Strengths and Difficulties, Hertfordshire Phonological Awareness Assessment and Blank Levels may be used to help decide about whether a child has special educational needs. With the agreement of the parents/carers the school might seek specialist advice or assessment, or the school might recommend that parents/carers speak to a medical professional. This might happen for example if the school is concerned about a child's hearing or social and emotional development.

We also use COMMUNICATE speech and language service to screen children that have a speech and language need.

Parents/carers can raise concerns with their child's class teacher or SENCo at any time.

## What extras do you offer children or young people with special educational needs?

### General provision

- € High quality teaching and personalised learning.
- € Whole class screening, assessment and data analysis to support identification of children needing more support and to closely monitor progress.
- € Pupil progress meetings with each teacher to support identification of pupils needing additional support.
- € Highly trained and skilled staff.
- € Continuous professional development and training for all teachers
- € Teaching Assistant (TA) support in class, in small group work or on a 1:1 basis.
- € Specific targets set through a SEN Learning Plans or Behaviour Plans
- € Regular reviews of targets and provision.
- € Interventions linked to classroom practise and in response to assessment in the classroom.
- € Referrals to, and involvement from, an Educational Psychologist.
- € Referrals to, and advice taken from, the local authority's specialist education service.
- € Conversations with parents/ teachers/ SENDCo.
- € Working closely with our local nurseries and High Schools to ease transition.
- € Transition meetings between staff (teachers and SENDCo) to ease movement of children from one year group to the next.
- € A range of resources e.g. writing slope, pencil grips, adapted equipment.
- € Visual timetables / support used.
- € Supporting statements / letters written for referrals to outside agencies/ GPs/ Paediatricians.
- € Attendance and contributions to a range of multi-agencies meetings.

## Communication and Interaction

- € WellComm Speech and Language screening tool
- € COMMUNICATE speech and language service – trained speech therapists supporting identified pupils weekly
- € Assessment on the Renfrew Language Scales tests.
- € Speech and Language therapy (NHS)
- € Makaton.
- € 'Now and Next' boards.
- € Visual timetable and visual cues for supporting communication
- € Staff trained in Intensive Interaction and other specific speech and language difficulties, e.g. stammering
- € 1:1 and small group support using WellComm speech and language
- € Involvement of County Specialist education Service (SES) to support children with ASD and social and emotional difficulties.
- € Lego therapy.
- € Involvement and support from Whole School Inclusion Team at SES.
- € Involvement and support from Communication and Interaction Team at SES.
- € Staff trained in Picture Exchange Communication System
- € Staff trained in Bucket Autism
- € Own workstations
- € Sensory Room
- € Calm spaces and areas throughout the school
- € Low arousal sensory environment
- € Lunchtime nurture group
- € WIDGIT software to provide visuals supporting learning
- € Social Stories

### Cognition and Learning

- € Dyslexia/SPLD/Phonological screening and intervention
- € Screening/ assessment on the British Picture Vocabulary Skills test (BPVS, Hertfordshire Phonological Awareness Assessment and specific English/ maths assessments.
- € Nessy Spelling and Reading Programme
- € English support – 1:1 additional Teacher and TA sessions, WIDGIT software.
- € Maths support- Plus One, Power of 2, 1:1 additional Teacher and TA sessions.
- € Involvement and support from Whole School Inclusion Team at SES.
- € Involvement and support from Cognition and Learning Team at SES.
- € RWINc interventions
- € Handwriting support
- € Extra reading sessions for identified pupils

### Social, Emotional and Mental Health

- € Support from SEMH team at SES.
- € Social Skills groups including Time to Talk
- € Soft Start following transitions
- € Bespoke timetables if required
- € Calm spaces and areas identified in the school
- € Sensory room
- € Brain and movement breaks incorporated into daily routine
- € Lego therapy
- € Low arousal sensory environment
- € Lunchtime nurture group
- € Own workstations
- € Access to TAs if required for 'talk time'

- € Strategies and interventions to support pupils with SEMH
- € Referrals to mental health services for children and young people via the The Emotional Wellbeing Hub and/or Educational Primary Mental Health Workers
- € Emotional Literacy resources and strategies

### Sensory and/or Physical

- € Specialist equipment
- € Sensory and gym trail room
- € Brain and movement breaks
- € School nursing team involvement
- € Referrals to OT
- € Fine motor skills development through bespoke interventions
- € Involvement of Sensory and Communication team
- € Medical Room
- € Intimate Care plan
- € Health Care plans
- € Wheelchair access to most areas of the school (via ramps)
- € School nursing team involvement
- € If required, staff will be trained to support specific conditions e.g. EB / diabetes training

Quality first teaching will be provided to all pupils and this way of teaching includes continuous assessment, for example checking that the child understands at different points throughout the lesson. The class teacher will continually review progress through both formative and summative assessments (everyday class work and termly NTA tests) and the leadership team will look at progress data to identify as quickly as possible any children who are not making expected progress.

Parents are informed of the progress their child is making through parents' evenings, meetings, school reports and Class Dojo or Arc. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra, targeted support in class may be provided.

Where progress continues to be limited, more individualised support may be provided. When placed on the SEND register, each child will have a One Page profile and a support plan. The One Page Profile is written by the class teacher, with the help of the child if they are able. The class teacher in conjunction with the SENCo writes the support plans and these documents are shared with the parent and the child (known as parent and pupil voice). They are reviewed and updated termly. Targets and programmes of work are planned around discussions with the parents, the child, class teachers and relevant professionals so that they match the specific needs of the individual child.

The governor for SEND will request information regularly on the progress and challenges for children with SEND and what the school is doing to address any difficulties.

## What facilities do you have to support children or young people with special educational needs and disabilities?

We have excellent outdoor facilities that are highly accessible and offer a range of different physical and sensory experiences. If a child needs a specific sensory need we are able to incorporate this into their school day.

All unstructured time (break times and lunch times) is supervised by adults who facilitate games and activities.

We have interactive whiteboards and access to chromebooks or laptops in every classroom.

We would consult with specialist advisors if a child came to us with a sensory impairment (e.g. hearing or sight impairment) and we would employ alternative communication methods accordingly within the means available to the school.

The school is on two levels and there is a ramp, a disabled access toilet and a shower. We have a lift and the staircase has two bar banister. The school is wheelchair friendly and accessible.



There is parking outside the school entrance for disabled access.

## Do you have staff with specialist training or have 'experts' to support you?

At Grace Cook all our teachers undertake training throughout the year. This will include 'in-house' training where we support each other in developing our practice, and from our leadership team in areas such as monitoring, assessment, multi-sensory learning, developing learning habits in our children, adapting the curriculum, safeguarding and quality first teaching.

The school also has access to specialist teachers, advisors and professionals such as a speech and language therapist, and the school will request specific support and advice as and when it is necessary. The local authority offers regular continuing professional development for identified areas including speech, language and communication, cognition and learning, social and emotional and mental health and sensory and physical. Our staff regularly have advisory meetings with these teams to discuss strategies and interventions.

Our nursery staff have had training in Intensive Interaction, Bucket Autism and other communication and language difficulties. They regularly update or attend new interventions and training for complex needs.

## How do you support the wellbeing of children and young people with special educational needs and disabilities?

Grace Cook is a nurturing school that works hard to build strong relationships between all members of its community. All children interact daily with each other and our small staff know every child. Teachers are visible at the start and end of every day and any concerns can be addressed swiftly.

The topic of bullying features explicitly within our curriculum and our relationships curriculum explores healthy, positive and safe friendships.

We make time throughout the school day for children's needs to be met individually and will arrange interventions such as Lego Therapy, Time to Talk and Ginger Bear to support children who need enhanced provision. The school is a low arousal environment, and we provide spaces for reflection, calm and peace. We also have a sensory room, and children have brain and movement breaks within their timetables if it is required. Soft Starts can also be offered at transition points of the day.

We have a clear, calm behaviour policy and we work hard to support behaviour in a positive way with individualised reward systems. Any child who struggles to learn and display positive behaviours in school will have a structured plan with support embedded to ensure that they are helped to access their learning and learn to enjoy school.

If a child continues to struggle despite this additional support, then the school will seek specialist help and draw up a behaviour support plan.

If a child has a specific health care need, the SENCo or Safeguarding lead will draw up an Individual Health Care Plan with input from the parents or carers.

## What happens if a child or young person needs specialist equipment, services or support?

If a child needs specialist equipment that is necessary for them to access the school and make progress in their learning, then we will do all we can to put this provision in place. For example, if a child with a physical difficulty needs additional handholds in certain areas of the school such as a toilet, then we will do everything within our means to put the equipment in place.

We already have access to chrome books and laptops in every classroom and if a specialist recommends an increased use of a word processor to assist with writing, then we will be able to provide access to a device as often as is necessary.

Children with EHCPs will often have very clear provision and recommendations outlined in their Plan, and the linked professionals will also often be available to help the school with ensuring appropriate provisions are put in place. We will work closely with specialists to ensure all the provision is provided within the means of the school and the resources made available to it.

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## How will I know if my child or young person is doing well in school?

All parents and carers with children on the SEND register will have opportunities to review their child's progress with their class teacher, and if necessary, with the school SENCo. We also have our usual cycle of parents evenings and teachers are available at the end of every day. Parents are able to communicate with teachers via Dojo if they have questions or concerns.

The leadership team monitors pupils' progress closely, and whole class assessment results are discussed at pupil progress meetings. This will then inform any changes in provision or teaching practice. For example, a small group of pupils might receive more intense support in an area of math's if it is seen to be particularly difficult for them. Or an individual child might receive more one-to-one reading time with an adult to help with reading and speech and language. Interventions and changes to provision will be communicated to parents by the class teacher.

As per the graduated approach - 'Assess, Plan, Do, Review' cycle - outlined in the SEND Code of Practice, if, after additional support and intervention a pupil continues to struggle, the school will seek further outside specialist advice and may apply for an assessment for an Education and Health Care Plan (EHCP). The school will always aim to do this in partnership with the parents or carers.

## Do you have 'out of school' activities that children or young people can do?

We have regular local visits and educational trips. These trips are for every child, and, with the parent and carers' agreement, Grace Cook will make all reasonable adjustments necessary to ensure they are accessible for all. For example, if it is necessary for a child to get to the site in a car due to potential fatigue, this is a reasonable adjustment that we will put in place.

We will plan carefully with the venues to ensure that our trips are accessible for all and, if it does not compromise anyone's health, wellbeing, or safety, we will make arrangements to ensure all can attend.

We offer a daily breakfast club and after-school activities and clubs.

## How do you support children or young people moving on to their next school or setting?

The parents of every child who joins the school in Nursery and Reception are contacted and visits or transition meetings will happen before they start school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a special educational need or disability, the SENCo will liaise with the child's previous setting to establish a smooth transition. Children moving on to secondary school will have the chance to visit their new school. Transition meetings will also be held between school staff to ensure that any specific needs and requirements are communicated.

For pupils with EHCPs, early review meetings will be held as is required and the SENCo of the proposed secondary setting will be invited to play a significant role in planning for the forthcoming transition and change in provision.

Our SENCo will liaise fully with secondary settings and will, in most instances, visit the school to meet with the SENCo there to ensure a complete handover. Pupil and parent voice will be sought at every stage.

## What should I do if I disagree with what you're doing or want to make a complaint?

Grace Cook is part of Orwell Multi Academy Trust which has its own complaints policy on our website. However, we strongly recommend that you raise any concerns as soon as possible with a class teacher or a member of our staff team.

Please see below for key contacts or call the school office for further information.

## Who should I contact for more information?

The key people within the school to contact are:

- Your child's class teacher
- Our SENCo, Mrs Armstrong
- Our Headteacher, Mr Dediccoat

Please request a meeting via the school office

Our school's governor with oversight for SEND is Linda Ottewell



## Where can I find out more about what support there is for children and young people with SEND in the local area?

The local offer is where you can find information and support services for families with children and young people who have special educational needs and disabilities.

[Suffolk Local Offer](#)