

# Grasmere Primary School – SEND Information Report 2021/2022

## Please read in conjunction with Covid 19 Risk Assessment

### 1. An overview of the school

Grasmere Primary School is a popular one-form entry primary school set in the vibrant and supportive local community of Stoke Newington. Grasmere prides itself on its long history of being inclusive for children with special educational needs or disabilities (SEND). Standards of teaching and learning are strong with pupil achievement above national averages. Grasmere has a lively curriculum with creative arts, music and physical education at the heart of learning.

### 2. Identifying pupil's additional needs

We know your child needs help if:

- concerns are raised by parents/carers, staff or the child.
- limited progress is being made that is cause for concern.
- there is a change in the pupil's behaviour or progress over a period of time.

### 3. Dedicated contacts in School

- The class teacher is the initial point of contact for responding to parental concerns.
- E-mails can be sent to: [info@grasmere.hackney.sch.uk](mailto:info@grasmere.hackney.sch.uk)
- The school's part-time SENCO, Debbie Ashton, can be contacted at [dashton@grasmere.hackney.sch.uk](mailto:dashton@grasmere.hackney.sch.uk)
- The headteacher, Neela Moorghen, can be contacted at [headteacher@grasmere.hackney.sch.uk](mailto:headteacher@grasmere.hackney.sch.uk)

### 4. Involving children and parents/carers in planning support

All parents are encouraged to contribute to their child's education; this may be through:

- Discussions and meetings with class teachers.
- Discussions with SENCO, Senior Leadership Team or other professionals.
- Annual Review Meetings (for children with Education, Health & Care plans).
- SEND Parents' Forum to discuss general issues.

### 5. Range of support available to pupils with SEND

These services are accessed depending on the level or type of need, which can change on a regular basis:

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapist
- Specialist Teacher
- School Doctor
- School Nurse
- Health Visitor (for children in Early Years)
- School Dentist
- CAMHS (Child and Adolescent Mental Health service) through the WAMHS project
- Social Services
- Young Hackney (pastoral, behaviour support)

## 6. Medical needs

- If a pupil has medical needs then a detailed NHS Care Plan is compiled with support from the School Nurse in consultation with parents/carers. These are discussed with all staff who support the child.
- Staff are trained to use Epipens.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form has been completed, to ensure the safety of both child and staff. These can be obtained from the School Office.

## 7. Measuring pupil's progress

- You will be able to discuss your child's progress at Parents' Meetings held once a term.
- Appointments can be made with the class teacher and/or SENCO if further discussion is required.
- The class teacher may suggest strategies to support your child.
- The SENCO may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study may be provided that can also be used at home.

## 8. Support and training for school staff

A staff audit is conducted regularly to determine existing expertise as well as new training needs and requirements. Training has been given in the following areas for specific staff:

- Mental Health & Well- being training, including bereavement support
- Autistic Spectrum Disorder (ASD) & ADHD training
- Language group training
- First Aid training, including Epipen training
- Social Communication, Emotional Regulation and Transitional Support (SCERTS) training
- Zones of Regulation training

## 9. School Resources

- The SEND Budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a Pupil Progress or provision mapping meeting or if a concern has been raised at another point during the term.
- These decisions are made in consultation with class teachers, SENCO, and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments and recommendations by outside agencies.
- When a pupil has been identified with Special Educational Needs or Disabilities their work will be differentiated by the class teacher to enable them to access the curriculum and make progress.
- Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

- If a child has been identified as having special educational needs or disabilities (SEND) they will be included on the School Support Register. Targets will be set according to their area of need and printed as part of their Individual Education Plan (IEP). These will be monitored by the class teacher and by the SENCO 3 times a year, and discussed with parents/carers at Parents' Meetings.
- If appropriate, specialist equipment may be given to pupils e.g. writing slopes, concentration cushions, pen/pencil grips. The school also has two i-pads, one laptop, one enlarger and one screen linked to the interactive whiteboard which are used solely to support pupils with SEND.
- Each pupil's educational programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class.
- If a child has needs relating to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil may be placed in a small intervention group, which will be run by the class teacher or a member of the support staff. Interventions are recorded on a record of interventions, timings, strategies and impact and are regularly reviewed.
- Pupil Progress and intervention review meetings are held each term. In these meetings the class teacher meets with a member of the Senior Leadership Team to discuss the progress of all pupils in the class. This information is shared with the SENCO to highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from outside school, such as Educational Psychology. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If needed a pupil will undergo appropriate assessments and observations. Support is usually provided to the school and parents/carers via a written report.

## 10. Accessibility of the school

As a school we are happy to discuss individual access requirements. Facilities at present include:

- Lift access to part of first floor
- Platform lift access to Community Room/Library
- Low level access to all of ground floor, playground and garden facilities
- Disabled toilet

## 11. Inclusion

- All children are encouraged and, if necessary, supported to mix with their peers. This can be part of an Individual Education Plan if required.
- Teachers will make risk assessments prior to visits to ensure all facilities are accessible for all children.
- Teachers will make judgements on resources, including staffing and equipment, needed to be taken to support safe and speedy transportation and access for all children.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.

## 12. Transitions

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussion between the previous or receiving schools prior to pupil joining/leaving.
- All pupils attend a transition session in which they spend time with their new school/class.
- Local secondary school staff visit Grasmere pupils before they join their new school.
- The SENCO will liaise with SENCOs from other receiving schools to share information regarding SEND pupils.
- Where a pupil may have more specialist needs, a separate meeting may be arranged with the SENCO, other relevant SENCOs, parents/carers and pupil if appropriate.
- When children are transferring to alternative settings, staff from receiving schools will be invited to attend Annual Review Meetings or a transition meeting.
- Transition to the next class is supported by "meet your new teacher" sessions (whole class) and tailored transition programmes, including transition booklets for use in the summer holidays, for individual children, as required.

### **13. Transport**

- We can liaise with the local authority about their borough transport system.
- Disabled parking spaces are currently available adjacent to the school.
- Taxi services are used to enable children to attend trips, residential stays or sporting events, as required.

### **14. Support and training for parent/carers**

- Meetings with class teachers or the SENCO will help explain what you can do to support your child at home. IEP targets often include targets for home support; these are regularly reviewed.
- SEND Parents' Forum meetings are held at least once a year.
- Reports, advice and/or meetings with outside professionals (such as an Educational Psychologist or Speech and Language Therapist) will also help you to support your child's learning.
- The SEND Information, Advice and Guidance Service (SENDIAGS) are a good point of contact for further advice about support and training for parents/carers. Their telephone number is: 020 7275 6036

### **15. What support do you give to children who are having a difficult time emotionally?**

- The Designated Safeguarding Leads are Neela Moorghen (Headteacher) and Debbie Ashton (SENCO & Assistant Head); Deputy Safeguarding Lead is Pembe Hassan (Learning Mentor). The school has an anti-bullying policy, which can be seen on the school's website.
- The school has two members of staff who are trained as Learning Mentors, including one with bereavement counselling training, who can support children if required.
- Grasmere is part of the Well-being and Mental Health in Schools (WAMHS) initiative, which gives weekly access to support from a CAMHS counsellor, Dr Ellen Presser.
- With parents/carers' permission the school can contact or make a referral to First Steps or the Child and Adolescent Mental Health Service (CAMHS) for advice or support.
- The school can liaise with Hackney CVS Families First programme, which offers 1:1 mentoring for families in Hackney: <http://www.hcvs.org.uk>

- If necessary and with parents/carers' permission the school can ask for support from the school's Educational Psychologist.

### **16. How do you link with health, social workers, other family services in supporting my child and us as a family?**

- Communication is often by visit, e-mail or telephone contact and multi-disciplinary meetings (sometimes call "Team around the Child (TAC)" meetings can be held in school or elsewhere, if required.
- Reports and recommendations from external professionals are usually copied to family and school, and a meeting can be held to review recommendations and how they can be implemented in school.
- The Annual Review (for children with an Education, Health & Care plan) is an opportunity to meet with and/or receive reports from all external professionals involved with supporting a child.

### **17. What should I do if I have a complaint?**

- We hope that most complaints can easily be dealt with by contacting your child's teacher, in the first instance, or the SENCO or Headteacher.
- If your concerns are not resolved, there is an official complaints procedure which is presided over by the school Governors.

### **18. Further information for parents/carers, pupils and practitioners**

- The school's website: [grasmere.hackney.sch.uk](http://grasmere.hackney.sch.uk)
- The website of Hackney Education [education.hackney.gov.uk](http://education.hackney.gov.uk) and [hackneylocaloffer.co.uk](http://hackneylocaloffer.co.uk)