



SEN and Disability

Local Offer:

Name of School: **Grange Primary School**

School Number: **06010**



School/Academy Name and Address	Grange Primary School	Telephone Number	01772 792573
	Grange Avenue Preston PR2 6PS	Website Address	www.grange.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No		
What age range of pupils does the school cater for?	4 – 11 years		
Name and contact details of your school's SENCO	Mrs R Harmer Inclusion Manager		

Name of Person/Job Title	Miss C Taylor and Mr J Thackway Headteachers		
Contact telephone number	01772 792573	Email	office@grange.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	<u>Preston Grange Primary School - Special Educational Needs</u>		
Name	Miss C Taylor	Date	07.11.25

Accessibility and Inclusion

What the school provides

- The school building is fully wheelchair accessible, with all rooms at ground level, ramps and wide doorways to the front and rear of the building. All corridors are wide and free from unnecessary furniture to provide clear access around the building. There are two designated parking spaces close to the front entrance which are clearly marked. Classrooms have low ceilings and carpets to improve acoustics.
- We have 2 accessible toilet/ changing facilities. One at the rear of the building in EYFS/ KS1 area and one by the main entrance.
- Information, including statutory and additional information, is all available on our school website. Some information is available in additional languages on the website via the translation function. We use a messaging service to provide additional information to parents and social media.
- Resources for children are labelled with pictures and words where appropriate. Resources are stored so that they are easily accessible for pupils. Furniture is at an appropriate height for pupils throughout school.
- Specialised equipment can be accessed and used in school as prescribed/ advised.
- We access support and advice from the Local Authority SEND team and the EAL team as needed.

Teaching and Learning

What the school provides

- Our Inclusion Manager, Mrs Harmer is a fully qualified SENCo who works 3 days a week out of class. Mrs Harmer is on the Senior Leadership team, working to support staff to support children with SEND and coordinate support from external agencies and the SENDO. Mrs Harmer also works within the school's safeguarding Team and attends meetings supporting our families as needed.
- Identification of pupils with SEN comes from a variety of sources including: teacher observations, assessments and parental concerns; observations from other professionals such as educational psychologists and information from other agencies, such as health visitors, speech therapists, school nurse and previous schools or nurseries.
- Assessments for children with SEN follow the same principles as assessments for all pupils, with regular opportunities for teachers to observe and feedback to pupils' progress and attainment through standardised tests, diagnostic assessments and observation of learning and work. In addition, all pupils with identified SEND needs have an SSP (SEN Support Plan) with SMART targets. Weekly monitoring sheets are completed by teacher or teaching assistants who support the child, and this information informs any planning for future support for the child.

- Each term, we carry out a provision mapping exercise across the school. This links to pupil progress meetings where any unmet need or ongoing needs are identified and actions are agreed. Following this provision mapping exercise, teaching assistants with specific skills are deployed across school to support specific needs, for example with fine motor difficulties or children who require speech and language support. In addition to this, each class teacher works in a team with a TA to meet the needs of all the pupils, including those with SEND within that class. We access regular Education Psychologist support from a private EP as needed.
- We work with a private speech therapist to gain support for those children who need support but do not meet criteria for referrals or those who are on long waiting lists for NHS speech therapy support.
- We have a private counsellor who works in school with identified children to provide child centred therapy as needed.
- All staff training and development is focused around meeting the needs of our pupils. Regular training is undertaken and monitoring of provision or intervention is also rigorous to ensure staff are confident and competent to support pupils as identified through our provision mapping.
- Full consideration is given to the support which will be available for all pupils during SATs and tests. Schools are given full guidance from the DfE regarding the type of support available and we ensure that we utilise the full range of strategies open to us, including for example use of scribes and concentration breaks.

Reviewing and Evaluating Outcomes

What the school provides

- All pupils with EHCPs are entitled to regular reviews. There is a clear procedure in place from Lancashire County Council, which school adheres to. There are currently 10 pupils on roll with an EHCP.
- Children with SEN or other additional needs have an SSP (SEN Support Plan). This is tracked weekly by the class teacher and teaching assistant, monitored regularly by the SENDCo and reviewed termly. It is shared with parents at termly parents evenings. Parents are invited to contribute to the target-setting process and share their views, pupils own views are also included.
- All provisions are specific, measurable and time- limited. Each intervention is monitored half-termly. The SENDCo monitors the quality of the provision and tracks the progress of pupils receiving the provision to ensure it provides an effective and timely intervention for the pupil. The SENDCo also participates in regular pupil progress meeting with the teacher and Senior Leadership Team.

Keeping Children Safe

What the school provides

- The school has a range of standard risk assessments based on Lancashire Local Authority models. However, more complex risk assessments are completed involving specialists where appropriate, for example IEST, Golden Hill Pupil Referral Unit, the Local Authority Safeguarding Team and IDSS (Inclusion and Disability Service) are all sources of support utilised when completing specific and tailored risk assessments based on a particular child/s needs.
- Where it has been identified that a child requires a specific routine for handover then this is discussed, agreed and documented. For example, arrangements can be made for a named TA or key worker to be available at the start and end of the day to hand a child over or receive a child from their carer. This can enable important information to be communicated and allow a child to settle into the school day.
- The school has two disabled parking bays. These can also be utilised for drop off and pick-ups if applicable.
- Our school has a Pastoral Manager, who works under the guidance of the Inclusion Manager. The Pastoral Manager supports pupils in order that they feel safe. She runs regular interventions to target specific pupils and their needs. The Pastoral Manager also works with teachers and TAs to set up tailored and specific routines so that a pupil can feel safe at all times in school, including during lessons and unstructured times. These routines are usually documented on a Pastoral Support Plan and reviewed at least termly. She also provides Family Support where needed.
- All statutory policies, including our Anti-Bullying policy, are available on our website.

Health (including Emotional Health and Wellbeing)

What the school provides

- Only named staff are available to administer medication in line with our school policy. Any medicines which are administered are documented according to that policy. Where pupils have more complex needs, we work with the specific nursing team to ensure that the named staff are trained, for example to support a child with epilepsy.
- All care plans are drawn up in close consultation with parents. Each school has a named School nurse. More complex needs are supported by relevant hospital staff such as consultants and specialist nurses.
- The school has a high ratio of trained first aiders, including paediatric First aiders. School acts in 'loco parentis' and will call an ambulance if a trained first aider believes this is the best course of action. Throughout this process, school will attempt to make swift contact with a parent or named emergency contact.

- School have 3 staff trained in children's mental health and one staff member who is ELSA trained. All staff have completed training in child trauma and ACE's.
- We complete regular training with whole school staff and children via Happy Minds lessons, in strategies to support wellbeing including communication avenues allowing pupils to share their worries.
- The Inclusion Manager and Pastoral Manager ensure our pupils access the appropriate support as needed and we work closely with outside agencies such as CAMHS, school nurse, CFWS and counsellors.

Communication with Parents

What the school provides

- A list of staff is included on our website and in our school entrance. Parents of pupils new to the school are introduced to their child's class teacher, the Headteacher and other relevant staff. Children in Reception are allocated a keyworker and pupils with SEND also have a named TA who parents can speak to whenever they wish.
- School provides a *Meet the Teacher* event at the beginning of each academic year. New Reception pupils are usually offered a series of induction days in the Summer term before an Autumn start.
- School has an open door policy and parents are encouraged to speak to their child's class teacher in the first instance. If a meeting is needed with the SENDCo or Class Teacher parents are encouraged to contact the office@grange.lancs.sch.uk with queries. However, the headteacher is always available to discuss sensitive or confidential matters. Parents of pupils in Reception (Elm Class) or those with high needs and utilising alternative provision can share information, questions, pupils activities via Tapestry APP.
- We use a range of systems to communicate with parents about their child. These systems are always agreed with the parent and can include daily home-school diaries, weekly telephone conversations/texts, Tapestry, messages and/or regular meetings. These systems are in addition to our normal parents evening which usually take place three times per year – once per term.
- Parents can give feedback verbally or in writing. At Parents Evenings, parents are offered the opportunity to give feedback. There is also an opportunity on their child's end of year report. These may be virtual this year.
- Whole school or class communications are made via newsletters, the school website, emails and our facebook page.

Working Together

What the school provides

- Each pupil in school is represented by their class Rights Respecting Ambassadors. Staff regularly chair these meetings. Pupils are encouraged to share their views and be involved in appropriate school decisions.
- Our Governing Body, through a named SEND Governor, ensures that they monitor provision for our pupils with SEND. Our SEND Governor is Ms E Hick.
- Our Home/School Agreements fully comply with government guidance and are signed by all families and their pupils, including those with SEND.

What help and support is available for the family?

What the school provides

- Members of school staff regularly help parents to complete forms and paperwork. This is normally the Headteacher or a member of the Inclusion team. Parents simply have to request this. Where a family is being supported through regular review meetings, this is often identified as an action and therefore the school will support.
- School works very closely with local agencies and services such as CFWS and Community Gateway. School signposts services through our notice boards and newsletters, including FIND shared on the website.
- Presently there are no pupils at school with travel plans.

Transition to Secondary School

What the school provides

- Our school is part of the Longridge cluster of schools and as such, we regularly attend events and activities hosted by Longridge High School and St Cecelia's Catholic High School which are designed to support pupil transition.
- In addition to this, parents of pupils with SEND who are moving to other high schools will be offered a transition meeting at school where we will invite the relevant high school to attend. At this meeting any enhanced transition arrangements will be agreed.
- All pupils leaving primary school for high school are also able to visit their high school and our teachers hold transition meetings with staff from the high school during the Summer term. Relevant information is shared at this meeting. Records are transferred at the beginning of the Autumn term.
- If a pupil has an EHCP, then the high school will be invited to attend the annual review meeting prior to the child leaving primary school.

Extra Curricular Activities

What the school provides

- School provides a Breakfast Club from 8.00am.
- A range of after school clubs is offered each half term. All pupils are given a guarantee of at least one club per week. Clubs are rotated on a half termly basis. Many clubs are run by school staff, but some are run by specialists such as sport specific coaches, Music Teachers.
- All clubs are free.
- We support pupils to make friends by providing buddies. We also have trained play leaders in upper KS2 who support pupils to engage in play during lunchtimes and playtimes.
- We analyse the pupil take up at clubs, for example the number of pupils with SEN or eligible for Pupil Premium.
- We have a high proportion of staff at lunchtimes, including welfare staff and sports leaders, who ensure that all pupils are able to join activities.

Feedback

Parents can give feedback to school via:

- Telephone 01772 792573
- Email office@grange.lancs.sch.uk
- Parents concern form in office