

Person responsible: Paige Prendeville

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# Grendon Primary School



## Special Educational Needs and Disabilities (SEND) Report

## **At Grendon, We Can...**

provide the knowledge and skills to unlock learning through;

**A pastoral curriculum removing barriers and developing strength of character**

**An academic curriculum providing effective structure and opportunity**

In order that all of our children have the keys to embrace their futures and believe...



## **The Aims of our School**

And so we can: –

- Provide teaching that develops knowledge and skills so children learn and progress effectively
- Offer enriching activities, event and experiences
- Work together to remove barriers and ensure equality
- Build independent and resilient learners who are able to communicate confidently
- Listen to and treat each other and all members of the community with respect, tolerance and concern
- Recognise ability, maximise potential and prepare children well for their future and life in modern Britain.

At Grendon Primary School, our school ethos of '**We Can**' extends to all children and we believe that given the right support, all children can achieve and succeed. We believe that all children are equal and entitled to the best possible education and have an entitlement to a broad and balanced academic curriculum and our pastoral curriculum.

# Introduction

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) policy at Grendon Primary School. In other words, we want to show you how SEND support works in our school. Our school ethos of 'We Can' extends to all of our pupils, and we believe that all children, given the right support, can achieve their full potential academically, physically, socially and emotionally to achieve and succeed.

Whilst most children are able to access this through universal support and our pastoral and academic curriculum, there are other children that require additional support and are considered to have SEND.

If you want to know more about our arrangements for our SEND pupils, please read our SEND policy, Accessibility Report and the information on our SEND page on our website. You can find our website using the following link:  
<https://www.grendon.bham.sch.uk/page/?title=SEND&pid=48> or alternatively, you can ask staff for a paper copy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEND does the school provide for?

At Grendon Primary School, we support children with a range of Special Educational Needs and Disabilities.

Our school provides for pupils with the following needs:

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

**2. Which staff will support my child, and what training have they had?**

At Grendon Primary School, we have a Pastoral Team that oversees provision for our pupils and support our children to overcome barriers to their learning. The Pastoral Team is made up of our Special Educational Needs Co-Ordinator, Pastoral Lead, Pastoral Manager and our SEND Support Teaching Assistants.

## **Our special educational needs co-ordinator, or SENDCO**

Our SENDCO is Mrs Paige Prendeville.

They have 2 years' experience in this role and have worked as a Key Stage 1 teacher at Grendon Primary School since 2015. They are working towards achieving the National Award in Special Educational Needs Co-ordination. Mrs Prendeville has a number of qualifications that specialise in SEND and Inclusion, including a Masters in Education.

## **Class Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN. We complete annual training on support children with Autism as a best practice model. Over the years, we have also been trained in Word Awareness, supporting children with Speech, Language and Communication Needs, Supporting children with SEMH and many more.

## **Teaching Assistants (TAs)**

We have a team of 15 TAs, including 3 SEND TAs, who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver interventions such as TalkBoost, Early TalkBoost, Speech Sound pronunciation, X-Code, ELSA, Direct Phonics and Precision Teaching

This academic year, we are training another TA to support more children with SEMH which will lead us to having two ELSAs.

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Independent Speech and Language Therapists from WMSLT – Sarah Halford and Amy Guest
- NHS Speech and Language Therapists
- Educational Psychologist – Isabel Gregson
- Occupational Therapists
- GPs or paediatricians
- School Nurse – Lou Proudlock

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Independent Behaviour Consultant – Steve Brown
- Communication and Autism Team – Cathryn Thomas

### **3. What should I do if I think my child has SEND?**

If you have concerns about your child's progress you should speak to your child's class teacher initially, who will make a note of any concerns and monitor your child closely, until we have further evidence. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head Teacher, who will support you with your concerns. If you are still not happy with the provision that is being made for your child you can speak to

the school SEND Governor, who is named at the beginning of this information. Advice and support can also be found online via Birmingham's Local Offer, which can be found here; <https://www.localofferbirmingham.co.uk/contact/>

The local offer includes information about the wide range of services that are available to support all areas of a child's life (0-25 years) especially those with SEND. This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood.

If you would like to speak to someone outside of school about your child's need, you can use the Local Offer to gain advice about statutory services there are a range of services that can support you further.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher. You can contact them directly using your child's year group's email address which can be found on their class page.

They will pass the message on to our SENDCO, Mrs Prendeville who will be in touch to discuss your concerns.

You can also contact the SENDCO directly at:  
[pprendeville@grendon.bham.sch.uk](mailto:pprendeville@grendon.bham.sch.uk)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

Alternatively, we will add them to the SEND Monitoring register to monitor their progress and behaviours.

## 4. How will the school know if my child needs SEN support?

A variety of evidence is collected through the usual assessment and monitoring arrangements within school. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCO in order to decide whether additional and/or different

provision is necessary. Additionally, if through observations or conversation with parents' concerns are raised the SENDCo will arrange a meeting to speak to the class teacher.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, Phonics or Mathematics.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

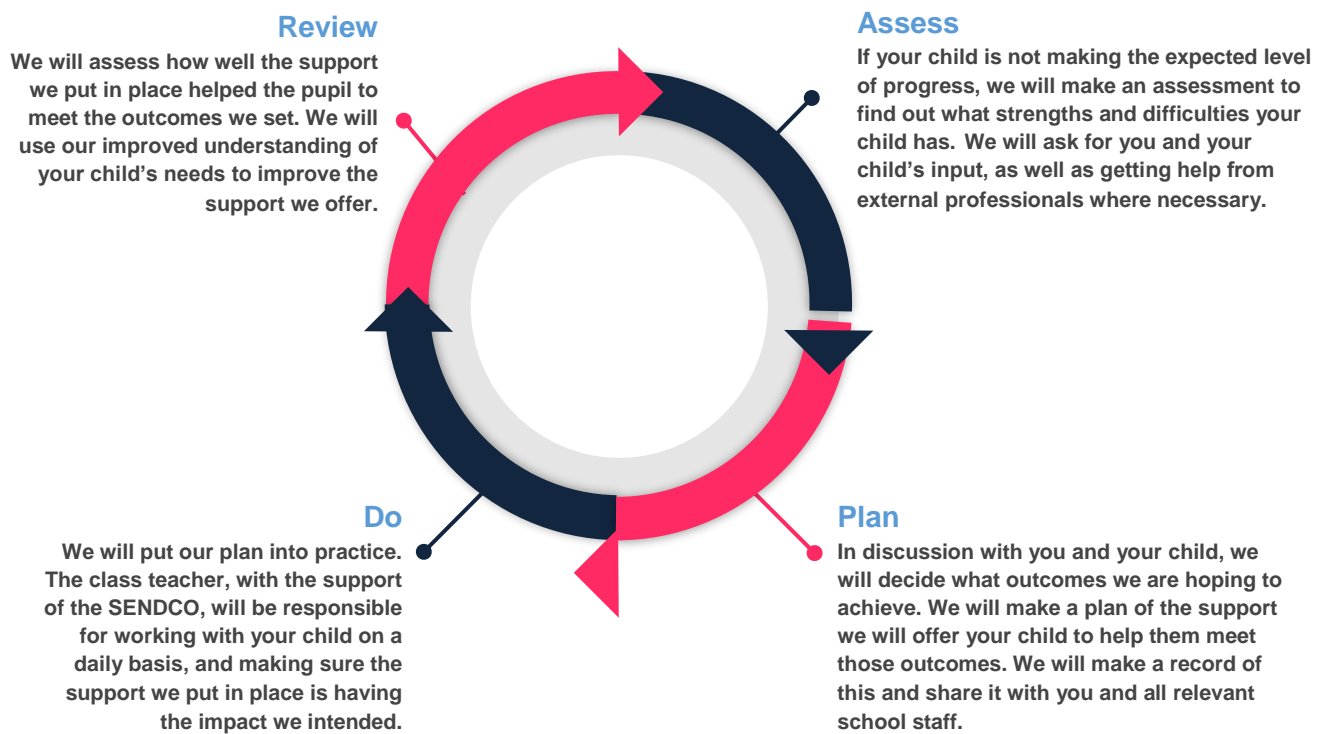
## 5. How will the school measure my child's progress?

We assess all pupils in Key Stage 1 and 2 using Key Performance Indicators (KPIs) and tests which are completed on a termly basis. For our SEND pupils, they are also assessed against their targets on their Pupil Profiles (IEP) using Birmingham City Council's Toolkit Continuum and/or their targets that have been set by our external agencies and experts.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.





As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress, however if your child has been seen by one of our outside agencies, you will be sent copies of the appropriate paperwork.

Your child's class teacher will meet you in October, February and July to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher using the year group email address.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Add to their Pupil Profile on a termly basis.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

## **8. How will the school adapt its teaching for my child?**

Your child's teacher(s) are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school, further information on this can be found on our Road Maps on each of our Class pages.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child in-line with our 'We Can' ethos.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

Further information on this can be found on our Accessibility Plan which is available on our website.

We may also provide the following interventions:

ELSA, TalkBoost, Early TalkBoost, X-Code, RWI Phonics catch-up, Sound Production Support, Attention Autism, Sensory Sentences and Intensive Interaction.

Some of examples of how we adapt the environment and support our SEND learners are below, please be aware that this is not a complete list.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Intensive Interaction Learning Stations Visual timetable Now and next board Now and next language
	Speech and language difficulties	Speech and Language Therapy

<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Dyslexia friendly fonts Chunking information
	Moderate learning difficulties	High levels of differentiation Overlearning
	Severe learning difficulties	Highly differentiated learning
<b>Social, emotional and mental health</b>	ADHD, ADD	Fidgets Task management boards Learning breaks
	Adverse childhood experiences and/or mental health issues	ELSA Referral to outside agencies Quiet spaces
<b>Sensory and/or physical</b>	Hearing impairment	Speakers and microphone
	Visual impairment	Limiting displays Larger fonts Accessibility to the board
	Multi-sensory impairment	Sensory support aids Calm spaces Reduce noise levels Sensory boxes Sensory walks

	Physical impairment	Using ramps to access school site Adaptations to tables and chairs Adjustments to lessons e.g. P.E. PEEP
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## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Reviewing the impact of interventions each term.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Staff questionnaires
- SENDCo and Teacher meetings
- Holding an annual review (if they have an education, health and care (EHC) plan or SSPP)

## 10. How will the school resources be secured for my child?

If your child's needs mean that they require additional provision that is more than that of a typical child in their class, this means that they require an EHCP or SSPP which provides school with additional funding to secure the appropriate provision and the funding is from the Local Authority.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise e.g. Speech and Language Therapy

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. We are able to work with outside agencies including Sports Coaches to adapt sessions and make reasonable adjustments, to ensure that children are able to take part.

All pupils are encouraged to go on our school trips, including our residential trips to Blackwell Court and St. Braviels.

All pupils are encouraged to take part in our Junior Leader Days and Whole School Days.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure that they can be included.

### **13. How does the school support pupils with disabilities?**

We support children with disabilities at Grendon Primary School by ensuring that there are reasonable adjustments to our curriculum and our environment. Children with physical difficulties have access to our site using ramps and further adaptations are made in line with our academic curriculum.

We ensure that all children have access to the curriculum with high-quality teaching and learning. We adapt the environment to ensure that children are able to access their learning and provide additional opportunities for over-learning and pre-teaching and highly differentiated lessons. We provide a number of interventions to support pupils with a variety of needs which are detailed on our school website.

To support our pupils with physical difficulties, we ensure that we make reasonable adjustments. We make adaptations to the environment including their entry and exits points to the building, provide changes to the classroom environment and adaptations to resources. The curriculum is adjusted to ensure they are able to participate and be active learners. Further information on how we are supporting children with SEND can be found in our Accessibility Plan (Appendix 1 or on the website); this is split into three different areas:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
- Improve the availability of accessible information to disabled pupils.

### **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of all of our extra-curricular clubs to promote teamwork/building friendships.

- We provide extra pastoral support for listening to the views of pupils with SEN by offering our Lunch-time club which provides a quiet and safe space support by our Pastoral Team.
- We work closely with our School Nurse and Educational Psychologist to support
- We run an ELSA intervention every afternoon to support children with SEMH.
- We direct parents and their children to outside agencies like CAHMS.
- We have a 'zero tolerance' approach to bullying, for further information on this please read our Behaviour for Learning Policy.
- We provide quiet spaces in all classrooms for children to withdraw to, as and when required.

## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Grendon Primary School, we recognise that transitions can be difficult for all children, including those with SEND. Children can transition between nursery to Reception, between year groups and from primary to secondary education.

### Between years

To help pupils with SEND be prepared for a new school year we:

- Offer a moving up day where children spend the day with their new class
- Provide both teachers and teaching assistants of new classes to meet with the SENDCo to discuss children on the SEND register and monitoring register.
- Provide staff with a completed Transition Document which summarises important information about all children in the class, including medical and SEND needs.
- Provide children with additional opportunities to meet their new teacher, as and when appropriate.

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. This may take place over the phone and other documentation may be forwarded on to ensure consistency in support.

### From Nursery to Reception

Our SENDCo will communicate with early education providers (e.g. childminders and nurseries) and observe your child in their setting. We also offer home visits for all children that will be starting in Reception, transition morning or afternoon and stay and play. Our new Reception intake begin their journey at Grendon with a staggered start and a gradual increase in their time.

## Primary School to Secondary School

We prepare all of our pupils in Year 6 for their transition to Secondary over a period of time which is planned by our Year 6 team. All children visit their secondary school and for some children with SEND, they are offered an additional transition day by their secondary school. We also hold meetings with secondary schools in the summer term and offer children the opportunity to be a part of these meetings. For our children with complex SEND or in receipt of an EHCP, we offer a person-centred review in June or July with the child, parent, SENDCo and their new form tutor and/or SENDCo.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs. Ridley (Head Teacher) will work with Mrs. Prendeville (SENDCO), to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the Head Teacher – Mrs Ridley, in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Further information on this can be found on the Birmingham Local Offer website: <https://www.localofferbirmingham.co.uk/send-support-and-information/resolving-concerns/>

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Birmingham Local Authority's local offer. Birmingham City Council publishes information about the local offer on their website:

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

# Appendix 1: Accessibility Plan

## Aims

The Accessibility Plan aims to reflect and complement current legislation with a particular focus on what is recorded in Part 2, Section 6 of The Equality Act 2010:

1. A person...has a disability if— (a) (he or she) ...has a physical or mental impairment, and  
(b) the impairment has a substantial and long-term adverse effect on...(their)...ability to carry out normal day-to-day activities.

At the Grendon Primary School, this Accessibility Plan is intended to make our school site as easily accessible as possible, to ensure equality and inclusion for all our pupils, parents and carers, staff and governors. Within this plan, we aim to include reasonable adjustments to accommodate everyone's needs where practicable.

This plan also includes realistic, timely actions that can be made to the physical environment at Grendon Primary School, the delivery of our written and digital communications, school curriculum, provision and resources used in school.

This Accessibility Plan should be read alongside the following policies and documents:

- SEND Policy
- SEND Report
- Equalities Policy
- Health and Safety Policy

All of which are available on our school website.

Relevant reviews and audits will be carried out in a timely manner in order to inform accessibility planning.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## 1. Increasing access to the curriculum

Intended Outcome	Action	Impact/Result	Lead	Timescale	Date Completed
<p>1. To further improve teaching and learning by introducing, developing and establishing the school's use of the EEF's initiative of 5-a-day.</p>	<ol style="list-style-type: none"> <li>1. Improve the use of explicit instruction within each lesson by delivering whole school INSETs and CPD.</li> <li>2. Improve the use of cognitive and metacognitive strategies within each lesson by whole school INSETs and CPD.</li> <li>3. Improve the use of scaffolding by whole school INSETs and CPD.</li> <li>4. Improve the implementation of flexible groupings through whole school INSETs, observations and CPD.</li> <li>5. Improve the use and accessibility of technology within lessons through whole school INSETs, collaborative teaching and CPD.</li> </ol>	<p>Improved inclusive practice ensuring effective curriculum adaptations and differentiation which will lead to better progress for pupils with SEND.</p>	<p>PP HR LC AN LP</p>	<p>Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p> <p>Summer 2024</p>	

	6. SLT to monitor the implementation of this during monitoring cycles.			Ongoing	
2. To continue to improve the access, progress and participation of children with social, emotional, mental health needs within the curriculum.	<ol style="list-style-type: none"> <li>1. TA to attend Emotional Literacy Support Assistant training.</li> <li>2. EYFS teacher to attend training on SEMH in the Early Years</li> <li>3. KS1 and KS2 teaching assistants to attend course on SEMH in primary school settings.</li> <li>4. SEMH Workshop to be held and run yearly by Educational Psychologist for parents.</li> <li>5. Continue to provide children with ELSA support.</li> </ol>	More children with SEMH will have appropriate support and strategies in place to allow them to independently regulate themselves and access the curriculum whilst feeling safe and secure.	PP HR AD SJ	Spring 2024	
				Spring 2024	
				Spring 2024	
				Until Spring 2026	
				Ongoing	
3. To further develop all staff, including new staff's understanding of the needs of children with Autism.	<ol style="list-style-type: none"> <li>1. All staff, including Lunchtime Supervisors to attend Tier 1 (Making Sense of Autism) training.</li> <li>2. Identified staff to have allocated time to work in collaboration with CAT worker.</li> <li>3. CPD to be delivered focusing on supporting</li> </ol>	Specialist advice, outlined provision and strategies will be consistently applied throughout school, by all stakeholders that interact and support SEND pupils through all aspects of their school day.		Annually	
				Ongoing	
				Summer 2024	

	<p>children with sensory needs.</p> <p>4. All class-based staff to have ongoing access to specialist advice regarding children they support.</p>			Ongoing	
<p>5. Effective interventions and levels of support allow for SEND pupils to catch-up and make progress.</p>	<p>1. Parents to be offered and attend workshops to support children with C&amp;L needs.</p> <p>2. Class teachers to share information about Interventions during Parents Evenings.</p> <p>3. PP to analyse Intervention Tracker data each term and identify next steps, progress and select appropriate groups for interventions.</p>	<p>More children with SEND will make at least expected progress and gaps will begin to close.</p>	<p>PP HR TAs</p>	<p>Autumn 2024</p> <p>Ongoing</p> <p>Termly</p>	
<p>6. Children with SLCN will be supported by improved scaffolding to develop their vocabulary and understanding of language.</p>	<p>1. Purchase Widget to support those with communication needs and develop their vocabulary.</p> <p>2. CPD offered to staff by WMSLT to demonstrate how to use the programme.</p> <p>3. Incorporate symbols into daily practice when</p>	<p>Children with SLCN will be able to access differentiated learning with increasing levels of independence and will increase their vocabulary and understanding.</p>	<p>PP HR LC</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Autumn</p>	

	<p>communicating with children with SLCN and EAL.</p> <p>4. Incorporate Widget symbols into lessons to reinforce new vocabulary and support effective practice.</p> <p>5. Incorporate pictorial symbols from Widget within all parts of the school environment, including classrooms.</p> <p>6. SLT to monitor the implementation of this and evaluate alongside class teacher feedback.</p>			<p>2023/Spring 2024</p> <p>Summer 2024</p> <p>Spring 2025</p> <p>Ongoing</p>	
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**2. Increasing access to the physical environment**

Intended Outcome	Action	Impact/Result	Lead	Timescale	Date Completed
1. There is a reduced level of distraction in classrooms, so that displays in classrooms are purposeful and enable learning	<ol style="list-style-type: none"> <li>1. Introduce Grendon's Goals displays and evaluate impact as a whole school</li> <li>2. SLT and SL to monitor the use of displays in classrooms and share feedback.</li> <li>3. Use lighter colours in classrooms to promote calmness and productivity.</li> </ol>	Displays in school will be purposeful and support children's learning. There will be less distractions on the board and therefore children will be able to sustain concentration.	PP HR LC AD	Summer 2024  Ongoing  Summer 2024	
2. Children with complex and significant needs are able to access provision within school that is appropriate and based on tailored advice from outside agencies.	1. Develop use of The Hive to be used for children when they are dysregulated or unable to manage within their mainstream classroom, as a direct response from children's needs.	Children will have access to quieter environments which are adapted to their needs. Children will have access to provision that has been created in line with specialist advice and a personalised curriculum.	PP HR SJ AD	Summer 2025  Spring 2025	



	<ol style="list-style-type: none"> <li>2. Develop use of emotional regulation areas in classrooms.</li> <li>3. Develop use of The Quiet Space to support pupils, who feel they need additional time to regulate outside of the classroom.</li> <li>4. Staff to work alongside SENDCo and 1:1 TAs to adapt, so that it is accessible for all children.</li> <li>5. Staff to implement specialist advice to every day practice directly support those with SEND.</li> </ol>			<p>Summer 2025</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>3. To further develop provision when supporting children with sensory needs.</p>	<ol style="list-style-type: none"> <li>1. Develop Sensory Area within school in line from advice from CAT and Sensory Services.</li> </ol>	<p>Children with sensory needs will have appropriate provision that has been development in line with advice from our outside agencies. These children will have individual</p>	<p>PP BW SJ HR</p>	<p>Autumn 2024</p> <p>Ongoing</p>	

	<ol style="list-style-type: none"> <li>2. Liaise with class teacher that sensory equipment for individuals are appropriately allocated.</li> <li>3. Sensory boxes available in all classes to support children with Sensory Needs, as well as children with individual boxes.</li> <li>4. Sensory workshops to be available for parents.</li> <li>5. Whole school Sensory CPD to be delivered.</li> <li>6. Sensory areas to be developed based on specialist advice to be implemented within the school environment.</li> <li>7. Sensory Learning Audits to be</li> </ol>	<p>strategies that they are using independently to receive the sensory input that they need.</p>		<p>Spring 2024</p> <p>Autumn 2023</p> <p>Autumn 2024</p> <p>Summer 2025</p> <p>Annually</p>	
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	completed annually alongside CAT worker.				
4. To further develop provision for children with physical needs and disabilities and removing barriers to the environment and their learning.	<p>5. Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>6. Children to have PEEPs, if needed., and as new children join the school throughout the year</p> <p>7. School to be supported by PDSS to completed audits about the accessibility of</p>	Children with physical difficulties will have further access to all aspects of the curriculum. Children's views will be used to develop provision in line with specialist advice.	PP AD HR Class Teachers TAs BW	<p>Annually</p> <p>When required</p> <p>Annually</p> <p>Ongoing</p>	

	8. the physical environment. Curriculum to be adapted, as needed, to provide children with physical difficulties with a broad and balanced curriculum – particularly in P.E.				
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### 3. Improvements in the delivery of written information

Intended Outcome	Action	Impact/Result	Lead	Timescale	Date Completed
1. Research processes that allows for the school website to be translated into different languages.	<ol style="list-style-type: none"> <li>1. RG contact the website hosts to identify whether this is possible.</li> <li>2. RG to feedback to HR.</li> </ol>	Visitors to the school website for whom English is an additional language will be able to access the written information directly.	RG HR	Autumn 2023	
2. Research how to implement the website offers ways to read the information in larger fonts to support visually impaired parents/carers.	<ol style="list-style-type: none"> <li>1. RG contact the website hosts to identify whether this is possible.</li> <li>2. RG to feedback to HR.</li> </ol>	Visitors to the school website who are visually impaired will be able to access the written information directly.	RG HR	Spring 2024	
3. School to continue to improve communication with parents through	<ol style="list-style-type: none"> <li>1. School to set up Facebook page.</li> <li>2. Leadership meeting to be focused on</li> </ol>	More parents will access information which was previously sent home as a paper copy. Parental	RG HR SLT	Autumn 2023	

<p>other forms of communication (e.g. Facebook).</p>	<p>best practice for using Facebook to promote school and improve communication.</p> <ol style="list-style-type: none"> <li>3. Code of Conduct to be drawn up and shared with parents.</li> <li>4. Leaders to use Facebook to communicate key dates for school, promote use of the website for further information and highlight positive messages around school.</li> <li>5. Evaluate impact of using social media as an extension of our communication.</li> </ol>	<p>engagement with school life will improve as an action of this.</p>		<p>Autumn 2023</p> <p>Autumn 2023</p> <p>Ongoing</p> <p>Summer 2024</p>	
<p>4. School to develop the use of Teams, so that children are able to access</p>	<ol style="list-style-type: none"> <li>1. Staff INSET to demonstrate use of TEAMS.</li> </ol>	<p>Parental engagement with helping their children reinforce prior learning</p>		<p>Autumn 2023</p>	

written information for their homework.	<ol style="list-style-type: none"><li>2. Staff to provide children with set homework on TEAMS.</li><li>3. Staff to provide log-in details for new starters.</li></ol>	through their homework will improve as an action of this.		Ongoing  Ongoing	
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