

Person responsible: Lynne Clarke acting SENDco

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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:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	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 acting SENDCO is Miss. Lynne Clarke. She is also our assistant head teacher and has worked at Grendon for 24 years.

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.

Our teaching assistants deliver targeted class and targeted withdrawn Interventions such as TalkBoost, Early TalkBoost, Speech Sound pronunciation, X-Code, ELSA, Direct Phonics, EISA Precision Teaching

Some specialised SEND TAs also deliver Intensive support for a small number of children with complex needs.

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
- NHS speech therapist Amy Seeney
- NHS Speech and Language Therapists
- Educational Psychologist – Zoe Morrice
- 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 – Matt O’Neill

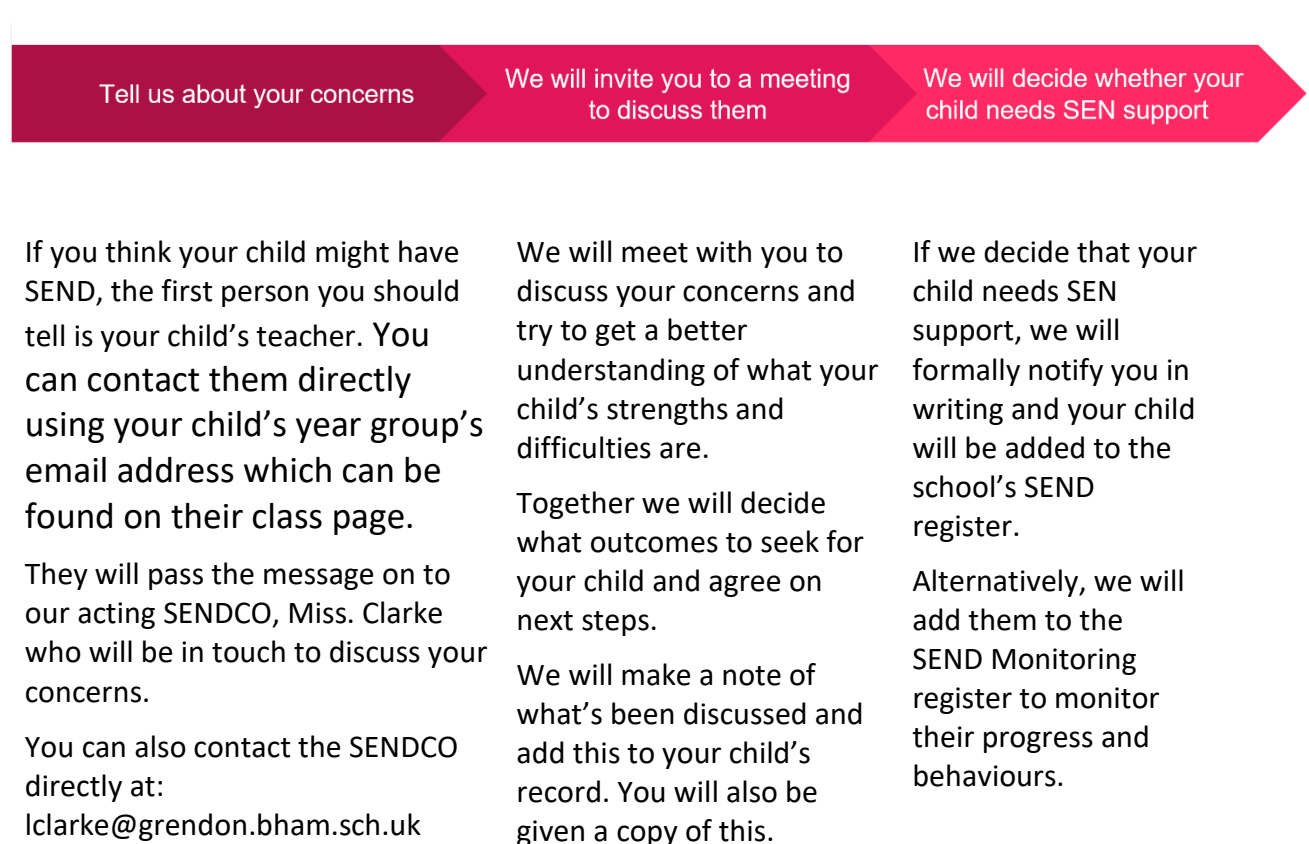
3. What should I do if I think my child has SEND?

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.



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.

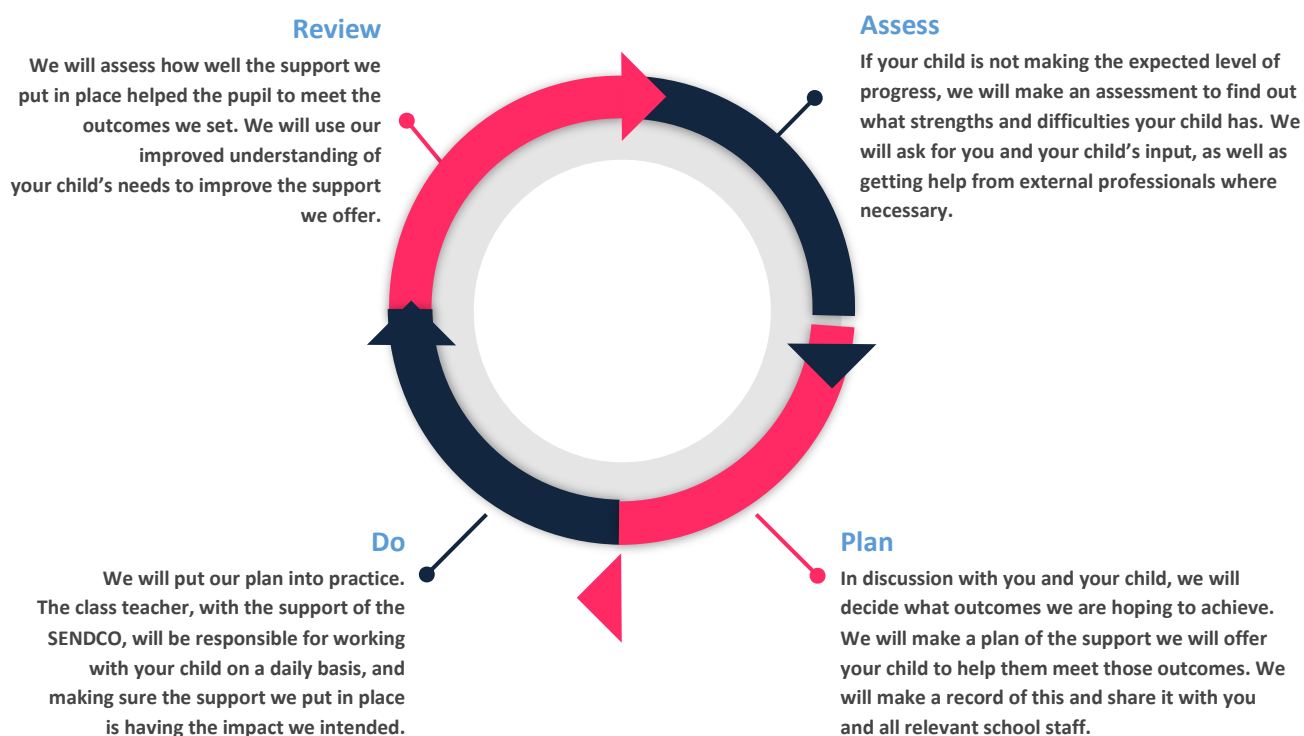
If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

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
Communication and interaction	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

Cognition and learning	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
Social, emotional and mental health	ADHD, ADD	Fidgets Task management boards Learning breaks
	Adverse childhood experiences and/or mental health issues	ELSA Referral to outside agencies Quiet spaces
Sensory and/or physical	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. Please see accessibility plan for further information.

