



Grange Farm Primary School

2025-26 Local Offer SEND (Special Educational Needs and Disability)

Adopted by Grange Farm Primary School Governing Body on
7th October 2025

To be reviewed by Governors
Autumn 2026

Grange Farm Primary has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

All SEND provision is overseen and managed by the SENDCo and, when necessary, she liaises with the rest of the Leadership Team (LT) in school. The SENDCo monitors, reviews and evaluates all SEND provision on a regular basis throughout the year and reports to the school governing body on how individual needs are being met and SEND high needs top up funding (£6,000+) is being spent.

We invest much of our SEND budget into the following:

- A traded speech and language therapist (two days a week)
- Place2Be play therapy services (they also work closely with parents where required/appropriate)
- NEST provision (whole school provision which helps to support children's social, emotional and mental health needs)
- HUB provision (this year, a range of children from across the school access the HUB for some portion of the day)
- Accessing services from the Seacroft and Manston Cluster.

Provisions such as NEST and the HUB benefit the whole school community. Having these mean that:

- children with specific needs are being properly catered for
- children with a lower level of need (or no additional need at all) naturally get more time and focus from their class teachers and support assistants
- staff workload is manageable, and this positively impacts staff well being.

The following school policies, available on the website, reflect Grange Farm's commitment to inclusion, safety and the well-being of our pupils:

- Accessibility Plan
- Administering Medication
- Anti-bullying
- Behaviour
- Child Protection and Safeguarding
- Inclusion and SEND
- Intimate Care Guidelines
- PSHE
- Support Children with Medical Conditions
- SEND Policy*

* This policy includes more detailed information on how we implement the Assess, Plan, Do and Review cycle.

Our main contacts are:

Headteacher and Deputy Designated Safeguarding Lead (Mr N Winn)

Deputy Headteacher and Designated Safeguarding Lead (Mrs S Powley)

Assistant Headteacher, SENDCo and Deputy Designated Safeguarding Lead (Miss S Bourke)

Parent support advisors and Deputy Designated Safeguarding Leads (Mrs A Firm & Miss V Welsh)

To speak to any member of the team, please contact the school office on:

0113 2390120

Frequently Asked Questions from parents/carers.

What do I do if I think my child may have special educational needs/disability?

Parents may contact the SENDCo, (Sam Bourke). Arrangements will be made for a meeting where the school will listen carefully to concerns and put appropriate actions in place. This may involve signposting to other professionals or agencies if necessary. It is also important to raise this with your child's class teacher at the earliest opportunity.

How will school support my child?

Class teachers, support assistants and the SENDCo will work collaboratively with parents to support children in school. Where necessary we will seek support from external agencies (with parental agreement). When a child is identified as having an additional need, the following will happen:

- An Individual Provision Map (IPM) will be created. This will list a child's strengths, needs and provision required to meet these needs.
- If relevant, the following documents can be completed and actions from these put in place: behaviour support plan, risk assessment, handling plan, pupil passport, individual healthcare plan and an intimate care plan.
- The SENDCo will be available to the class teacher to support them in putting in place appropriate provision. She will also proactively monitor the provision and progress of children on the SEND register throughout the year.
- Parents will be kept informed through parent's evenings and reports, but are welcome to request additional meetings if required.

We recognise that support and levels of need are not fixed. Support will be appropriate so that children can succeed - whilst maintaining a good level of independence and autonomy.

How will the curriculum be matched to my child's needs?

For core learning (reading, writing, and maths), children will access a learning group that is suitable for their level of attainment. For most children this will be as part of whole class learning, but where children are significantly behind their age-related peers, they may require their learning to be delivered differently. This may look like:

- shortened lessons
- a more narrow and specific focus
- a smaller group to work within
- a greater number of scaffolds being in place

- use of technology

Any small group learning or intervention is planned for by a qualified teacher (usually the class teacher, who remains responsible for the group's progress) but is often delivered by an experienced and skilled LSA. We endeavour for all core learning to be delivered by the child's class teacher, but where it is delivered by a LSA, the class teacher will maintain responsibility for it.

For other lessons (science, PSHE, humanities, Languages, art/DT, computing and PE), support will be provided as appropriate. Most children with SEND can attend well to teacher inputs in these lessons (irrespective of their reading/writing abilities). Where tasks need to be adapted or a child's response needs to be recorded in a different way, the class teacher is responsible for ensuring this happens (usually through directing LSAs).

Any specific support required for the child to access the curriculum will be recorded on their IPM.

How will I know how well my child is doing and how you will help me support my child's learning?

In addition to written reporting arrangements, there will be parent consultations where there will be opportunities for parents/carers to discuss their child's progress with class teachers. These are held in the autumn and spring terms. Additional meetings with the SENDCo can be arranged for further discussion and to support parents/carers with any concerns they may have.

Parents/carers themselves can be involved in supporting their child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home.

What support will there be for my child's overall well-being?

Grange Farm takes pride in our caring and supportive ethos. We have a pastoral team who ensure children's overall well-being is supported. We have various support strategies for any children who are experiencing a specific difficulty affecting their emotional and social well-being such as:

- Nurture sessions/NEST
- Place2Be/Place2Talk – a counselling service for children that runs three and a half days a week in school
- Services from the Seacroft and Manston Cluster (e.g. The Beck - additional counselling/play therapy support)

- Access to our behaviour support/inclusion staff

The SENDCo parent support advisors and members of the safeguarding team take active roles in attending and leading multi-agency meetings as well as liaising with relevant professionals to support a child and families.

All our members of staff receive regular child protection training. The staff who have completed the more advanced Designated Safeguarding Lead course are:

Sophie Powley (senior designated safeguarding lead)

Neil Winn (deputy designated safeguarding lead)

Victoria Welsh (deputy designated safeguarding lead)

Amanda Firm (deputy safeguarding lead)

Sam Bourke (additional safeguarding lead)

Lynsay Duffy (additional safeguarding lead)

Lynn Foster (additional safeguarding lead)

What specialist services and expertise are available or accessed by the school?

Our pastoral team (SENDCo, parent support workers, behaviour support/inclusion staff, Place2Be lead) ensure parents can feel confident when they approach school with a problem. Parents will be invited to discuss any concerns and from this, the pastoral team can access a range of services to provide support. This may involve a referral for cluster support or Place2Be/The Beck counsellors. If the main difficulty is linked to educational, physical or medical needs the SENDCo has access to specialists such as:

- Educational Psychology
- SEN Inclusion Team
- Early Years Team
- Speech and Language Therapy
- Visually impaired Support Team
- Hearing impaired Support Team
- STARS team (autistic spectrum condition)
- School Nursing Service – including specialist nurses (diabetes for instance)
- Physiotherapy Service
- Occupational Therapy Service

If the main difficulty is around SEMH (social, emotional and mental health) needs then we may access:

- Nurture provision - NEST
- Counselling via Place2Be/Place2Talk
- Educational Psychology
- Inclusion Support Workers – from SENIT
- Cluster Support: 4-1 1 team, The Beck (play therapy/counselling)
- Area Inclusion Partnership

What training is accessed by staff to support children with SEN?

Our SENDCo has completed the 'National Award' in Special Education, a three-day course for new SENDCos and regularly attends SENDCo networks and conferences.

All teaching and most support staff have had training in the following areas:

- Behaviour management
- Neurodiversity (some sessions have been specific to autism or ADHD and some sessions were more general)
- Meeting speech and language needs
- Sensory processing
- Trauma informed practice

We have a Speech and Language Therapist who works two days a week in school and, as well as working with groups or individual children, she also trains staff so that they are able to deliver small group or individual sessions themselves.

In school, we have a high level of expertise in the understanding of behavioural difficulties and have systems in place to support and monitor children whose barriers to learning lie in this area. Specific staff have Team Teach training, updated when required.

Some staff members have also attended extra training to support specific needs and have become more specialised in areas such as: autism, dyslexia awareness, speech and language, specific maths and English interventions.

How will my child be included in activities outside the classroom?

At Grange Farm our aim is to ensure all children with SEND are able to access all activities and school trips enjoyed by their peers. Parents/carers may be involved in the planning of activities to ensure safety and inclusion wherever possible. Those children with complex needs may attract high needs top-up funding and this will be used to employ staff (1-1 if necessary) to promote independence and support inclusion at all times.

How accessible is the school?

An appropriate and accessible learning environment is provided within the confines of the building and is adapted where possible and if necessary. The school has a lift and ramps which aid wheelchair access to all areas of the school. There are also adapted toilet facilities and a care suite in school.

Children requiring additional specific equipment and facilities will have their needs met to the best of our ability, sometimes through additional funding.

How will school help my child on transfer to the next phase of education?

Transition arrangements and the involvement of child and parent in these arrangements are firmly established in school. Nurture provision is planned to ensure children make all transitions smoothly and confidently. Our SENDCo liaises with relevant staff in the next schools and discusses the needs of individuals at this meeting. For some children additional transition sessions will be provided.

How are school resources allocated and matched to the children's SEN needs?

The school is funded on a national formula per pupil. Blocks of £6,000 (notional budget) are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register. Previously, the school can also apply for 'high needs top-up' funding for inclusion (FFI) if it was felt that a child's needs were above that which can be provided through notional budget. From this academic year, schools will need to apply for funding as a part of the EHCP application process (more information is available in the SEN policy). Although the system is changing, we are continuing to receive funding for children who previously received FFI. The school uses additional funding to put appropriate support in place to meet the specific needs of a child.

How is the decision made about what type and how much support my child will receive?

The SENDCo will take advice from all professionals involved with the child alongside the views of parents and the child. The best package of support will be identified by the SENDCo and pastoral team, liaising as necessary with the Leadership Team, and then acted on accordingly. Support is monitored so that it is: purposeful, effective

and enables children to make academic progress whilst maximising their independence.

Does my child need an Education Health and Care Plan (EHCP)? What does the EHCP process involve?

To make a successful application for an Education Health and Care Needs Assessment, the school, parents and other professionals involved need to contribute to the application. We encourage you to come and speak to the SENDCo if you wish to try and obtain a needs assessment for your child; this will ensure the initial application is robust and therefore more likely to be accepted.

A child who has a special educational need does not automatically require an EHCP. If a child's needs can be met in the classroom with a relatively low level of support and/or through SEN provision made by our notional budget, it is unlikely they require an EHCP. Where a child has a high level of need and therefore regularly requires provision that is significantly different to children of the same age, it will likely be necessary for us to apply for a needs assessment.

For further information regarding EHCPs, please arrange a time to speak to the SENDCo. She will give you her opinion as to whether she feels your child requires an EHCP. Please note that we as a school will only ever apply for a needs assessment with parental permission; however, parents are entitled to apply for a needs assessment even if the school does not think this is necessary. The decision to proceed or not proceed with a needs assessment once an application is made is made by the local authority rather than the school.

How are parents involved in the school and how can I be involved?

The Governing Body has the appropriate number of parent governors to act as a link between the school and all parents. Parents are kept informed about teaching and other events through weekly emailed newsletters (Grange Farm Grapevine), open day sessions for new parents, information events (e.g. Read/Write/Inc sessions for parents). When children start Foundation 2, meetings are held to inform parents of our teaching and learning ethos as well as our expectations and how best to support children at home. The Foundation staff also make home visits for all children who are new to Nursery or Reception.

Who can I contact for further information?

Who would be the first point of contact if:

- **I am considering applying for a place** – Contact the office who will, if necessary, direct you to our Parent Support Advisors for further information or support with your application: Vicki Welsh/Amanda Firm
- **I wish to discuss something about my child** – Contact the class teacher. If the discussion is likely to require a meeting, then please arrange this in advance so the teacher can ensure they have adequate time.
- **I want information about other services (including the local offer)** – Contact the Parent Support Advisors (as above) or SENDCo.