

**Spring Grove Primary School SEN Provision**  
**Draft version**

	<b>Question</b>	<b>School response</b>
1	<p>a) How does the school know if children need extra help?</p> <p>b) What should a parent do if they think their child may have special needs?</p>	<p>Children are assessed, formally and informally, throughout their time at Spring Grove. Each child's progress is tracked and should a dip be picked up, we will be carrying out observations to find the cause as it may be a special educational need developing. Class teachers meet the SENCo and Assessment Co-ordinator each term to discuss the progress of all pupils. At these meetings we may identify pupils who need extra help. However, concerns may be raised at any point during the year if a pupil is not at the expected standard for their age and year group. Parents may raise a concern or offer information from other professionals.</p> <p>Parents should raise their concerns with their child's class teacher in the first instance. They may also arrange to meet the SENCo or Headteacher.</p>
2	<p>a) How will school staff support a child?</p> <p>b) Who will oversee, plan work with children and parents?</p> <p>c) How often will this happen?</p> <p>d) Who will explain to parents what is happening</p>	<p>There are a variety of options, depending on how the child's needs may be best met. This may include small group or 1:1 support from a teacher or teaching assistant, either in the classroom or elsewhere. It may be felt that the class teacher can adapt and differentiate the work for the pupil concerned. Pupils will be provided with work that meets their learning needs and it may not exactly match tasks set for others in the class. We will liaise with parents and carers so that there is an aim to match support from home and school.</p> <p>The class teacher is responsible for work set for children in their class including intervention programmes delivered by teaching assistants. The class teacher and teaching assistants may be assisted by the SENCo or other suitably qualified staff. The SENCo and class teacher liaise with parents to keep them informed about the progress of their child and how the school is meeting their needs.</p> <p>Parents' evenings are held each term. Teachers and the SENCo are available by appointment. Children with an Education, Health and Care Plan or a Statement of Special Educational Needs will be reviewed by parents and staff each term, with an annual review also being held.</p> <p>The class teacher and/or the SENCo, HT or DHT will keep parents informed.</p>

	for the child?	
3	<p>a) How will the curriculum be matched to a child's needs?</p> <p>b) What is the school's approach to differentiation?</p>	<p>Children with special needs attending a mainstream school will be taught via the National Curriculum and the school's additional curriculum. Tasks and teaching will be differentiated where necessary to take account of the child's learning needs. We aim to include all children in all lessons wherever possible.</p> <p>Differentiation is a normal part of lessons. Children with special needs may be given a modified task, work with adult support rather than independently, or receive additional time to complete their work. Children with difficulty accessing the curriculum, for example through physical or sensory impairment, may have the use of specialist equipment or furniture.</p>
4	<p>a) How will both the school and parent know how a child is doing?</p> <p>b) How will the school support parents to help their child's learning?</p>	<p>All work is marked and attainment assessed regularly. Termly pupil progress meetings are used to identify pupils whose learning is a cause for concern. Parents have the opportunity to see and discuss their child's work at termly parents' evenings and will receive a report at the end of the summer term. Some children with special needs will have an Individual Education Plan, which is reviewed termly with input from the child and parents as well as teaching and support staff.</p> <p>Some teachers issue a homework letter each week; this identifies opportunities for parents to reinforce learning at home. Other teachers place their information and guidance on the school website. Some teachers use a homework diary. Parents also have access to a number of online learning packages, funded by the school. Class teachers can also provide advice at parents' evenings and on request.</p>
5	<p>a) What support will there be for a child's overall well-being?</p> <p>b) Pastoral, medical, social emotional in and out of school?</p>	<p>Spring Grove's ethos is one of care for the whole child by every member of staff. Children with medical needs have a Health Care Plan. We keep a register of children with allergies and dietary restrictions. Children experiencing emotional, behavioural and social difficulties are supported by school staff and may also be supported by a specialist teacher employed by the local authority, if appropriate. The school has a number of trained first aiders. The school has a PSHE+C policy and this area is taught in all classes with the aim of supporting the whole child. The school operates a firm but fair behaviour policy which is constructed out of a sense of mutual trust and an agreed code of conduct by all within the school community.</p>
6	What specialist services and expertise are available or accessed by the school?	The Local Authority has specialist teachers for behaviour, disability, learning and sensory impairments. The school has access to their services and expertise, and also receives advice

		from its attached Educational Psychologist. Some pupils with speech and language difficulties may receive therapy from a speech and language therapist.
7	What training will the staff supporting children and young people with SEND have had or receive?	The SENCo has completed the National Award for Special Educational Needs Co-ordination at Roehampton University. All teachers have Qualified Teacher Status and teaching assistants are qualified to NVQ level 2 or above. Staff receive regular continuing professional development. Staff supporting children with particular needs eg sensory impairment may attend relevant training and will receive support from the local authority's specialist teachers.
8	How will children be included in activities outside the classroom, including school trips?	Children with special needs are fully included in all areas of the curriculum and all extra-curricular activities. Where necessary, special provision will be made in respect of accessibility, transport, medical care and supervision.
9	How accessible is the school environment?	Spring Grove is a two-storey building with two additional temporary classrooms sited in the grounds. There is a stair lift to the upper floor. Not all toilets are accessible. The Hall is reached by steps inside and a ramp from outside. Classrooms do not have a great amount of extra space once furniture and 30 children are within them.
10	How will the school prepare and support a child to:  a) join the school.  b) Transfer to a new school or the next stage of education or life?	Transition plans are unique to each child. If a child is known to have special needs on admission, staff will work with the family to make suitable arrangements. These may include meeting key personnel before joining the school, visiting before admission, and receiving support and advice from specialist teachers, including home visits.  Children transferring to high school undergo a transition process that includes visits to their new school and visits to Spring Grove by their secondary school staff. SENCos from both schools meet to discuss the needs of each child. Transition plans for children with significant needs are tailored to each child.
11	How are the school's resources allocated and matched to children's special educational needs?	The school has a devolved budget and its leaders and governing body decide how this is spent. An amount is set aside each year for pupils with special needs. Additional funding is received for pupils with an Education, Health and Care Plan or a Statement of Special Educational Needs. This additional funding is spent on the child, for example through provision of additional teaching or teaching assistant support, or specialist resources.
12	How is the decision made about the type and how much support a child will receive?	Funding and provision for pupils with an Education, Health and Care Plan, or a Statement of Special Educational Needs, is determined by the Local Authority. School leaders decide how much additional support children will receive and the form it will take. They may receive advice from specialist teachers, an Educational Psychologist or healthcare professionals.

		Provision is reviewed regularly.
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13	How are parents involved in the school, and how can they become involved?	All parents are automatically members of FOSGS (Friends of Spring Grove School) and can support the school through helping to organise, run and attend social and fundraising events. Many parents also accompany classes on school trips and help out in the classroom, either on a regular or ad hoc basis. Parents have the opportunity to stand for election as parent governors every four years and they may liaise with the parent governors should they choose.
14	Who can parents contact for further information, or raise concerns?	The first point of contact is the class teacher. Parents may also arrange to see the SENCo, Headteacher, Deputy Head or Chair of Governors. In the event of a complaint, please follow the school's complaints procedure, which is available from the school office.
15	How does the school decide what support and how much support a child receives?	The decision is based upon the needs of the child and available funding and how they can be best met in a mainstream school, where children with special needs are educated alongside their peers.
16	How does the school listen to pupils' views?	Pupils with an EHCP or a Statement contribute to their annual review. All pupils complete a Pupil Attitudes to Self and School survey annually. The school's ethos is one that expects all staff to listen to pupil's views and to act accordingly, keeping senior staff informed if concerns arise through this means.
17	How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?	There is a named governor responsible for SEN. He or she works with the SENCo to monitor the attainment and progress of pupils with SEN. Governors are given termly information relating to pupil attainment and progress.