



# Grange Primary Academy

## **SEN Information Report**

Grange Primary Academy is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

# Grange Primary Academy

## SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Headteacher and SENDCo

This report was reviewed and updated in: January 2026

This report was approved by the School Governing Body on: 03.02.26

*\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENDCo.*

### SENCO:

[Erika Jones](#)

### Headteacher:

[Beth Williams](#)

### SEN link governor:

Sarah Travell [stravell@greenshawlearningtrust.co.uk](mailto:stravell@greenshawlearningtrust.co.uk)

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with their class teacher in the first instance. Please contact them on [admin@grangeprimaryglos.co.uk](mailto:admin@grangeprimaryglos.co.uk)

The Local Offer is a central source of information on services for children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND) and their families in Gloucestershire. It includes specialist activities and support. [Gloucestershire Local Authority Offer](#)

# SEN Information Report

<b>SEN Information Report</b>	<b>3</b>
1. School Context	3
2. Whole-school approach to inclusive mainstream offer	4
3. Identifying pupils with SEN and assessing their needs	4
4. Our approach to teaching pupils with SEN within the classroom	5
5. Adaptations to the curriculum for pupils with SEN	5
6. Targeted interventions	6
7. Specialist interventions	6
8. Partnership working and pupils' access to external (incl. specialist) agencies	6
8. Adaptations to the learning environment	7
9. Adapted curriculum pathways	7
10. Assessing and reviewing pupils' progress	8
11. Consulting and involving pupils and parents	8
12a. Supporting pupils moving between phases / transition	8
13. Training for staff	9
14. Evaluating the effectiveness of SEN provision	9
15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	10
16. Support for improving emotional and social development	10
17. Pupils with disabilities	10
18. Complaints about SEN provision	11
19. Contact details of support services for parents of pupils with SEN	11

## 1. School Context

Grange Primary Academy is an inclusive primary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Speech Language and Communication Needs (Communication and Interaction) followed closely by Cognition and Learning Needs and we therefore have a particular focus on building whole-school and whole-class approaches to support pupils with learning needs associated with both speech, language and communication needs and cognition and learning needs. We have been able to designate two spaces within the school for pupils to access at appropriate times within the day to support their sensory and/or emotional regulation. Grange Primary Academy is also able to offer Sycamore Enhanced Provision (SEP) for pupils with complex and multiple learning difficulties. The small class enhanced provision is for pupils with an Education Health Care Plan or awaiting a final EHCP to be granted who, based on their complex and multiple learning difficulties, are most likely to need specialist provision in the future. For more information about [Sycamore Enhanced Provision \(SEP\)](#), please read the [provision statement](#).

## **2. Whole-school approach to inclusive mainstream offer**

At Grange Primary Academy, we are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that strengthen our "universal offer" to support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals, such as vocabulary mats and knowledge organisers, into their resources to support children's understanding of key vocabulary and concepts. Teachers prioritise teaching vocabulary to support language development, underpinned by the Reading and Oracy Curricula. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling and enables teachers to use dynamic, flexible grouping to address misconceptions quickly. All pupils on the SEN register have a learning plan detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a learning plan and to actively engage in the information so that all staff know which pupils to prioritise for support.

## **3. Identifying pupils with SEN and assessing their needs**

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We work in close partnership with families and local settings. Many pupils with special educational needs will therefore be identified through the transition and induction process.

Transition to school is carefully planned to give time for observations and assessments of children as they join the school. Where there are any concerns with regard to a child's development against developmental milestones, the school will speak with the parent to identify next steps.

We also work with external agencies such as the NHS Early Language Support for Every Child (ELSEC) project where pupils in Reception and Year 1 receive early screening to help identify speech and language needs. NHS Speech and Language therapists deliver bespoke intervention to targeted small groups in both Reception and Year 1 and provide staff with professional training to build professional capacity.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s) in the first instance so that appropriate observations and assessments can be undertaken.

#### **4. Our approach to teaching pupils with SEN within the classroom**

Teachers are responsible and accountable for the progress and development of all the pupils in their class(es).

We support all pupils, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on a wide range of adaptation and strategies that are particularly beneficial for pupils with specific needs. For example, pupils needing support with working memory may benefit from visual supports, dual coded instructions and hands on resources. Pupils with focus and concentration needs may benefit from visual organisers, now and next boards and regular movement or sensory breaks.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil's learning plan. The learning plan guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. Pupil's learning plans are reviewed termly by the class teacher in line with pupil progress meetings and the school's monitoring and assessment cycles. The pupil's learning plan is shared with parents/carers at parents evening where they are invited to meet to discuss and review the contents.

#### **5. Adaptations to the curriculum for pupils with SEN**

At Grange Primary Academy, we deliberately plan and adapt the curriculum to meet the needs of all our learners including those with SEN, "what works well for pupils with SEN works well for all pupils." Building teachers' capacity through ongoing professional development enables access to the curriculum through support which is targeted accurately and flexibly and focuses on removing and reducing barriers identified by the pupil's presenting needs. Inclusion is dynamic. Teachers prioritise flexible grouping for the majority of the school day, where the focus is on high challenge, high support through the high quality inclusive teaching. Pupils are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. As part of our universal offer, where appropriate, pupils have access to resources such as a wobble cushion, resistance bands, writing slopes, adaptive writing equipment and scissors, attentional tools and using technology such as learning pads and Chrome Books to use accessibility tools. Pupils are taught how to use the digital resources appropriately so that they have the skills to use them effectively and efficiently.

## **6. Targeted interventions**

At Grange Primary Academy, we have the following interventions:

Read Write Inc© Fast Track (daily small group or 1:1 intervention for pupils identified as making slower than expected progress or have fallen behind to support closing gaps and acceleration of reading skills).

Chatterbugs (for pupils whose foundational speech, language and communication skills are not yet secure which makes it difficult for the pupil to pay attention, play, take turns etc).

Speech and Language ELSEC (small group intervention for screened Reception and Year 1 pupils who have an identified speech and/or language need).

Volcano in My Tummy (for pupils who need support handling feelings of anger).

Zones of Regulation (for pupils who need support managing their emotions and sensory needs by categorising feelings into colour zones).

Teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

Pupils with an EHCP may have recommended, specific named intervention which is part of the provision given in their plan. This is overseen and monitored by the class teacher. Pupils with an EHCP have a learning plan to manage the long term outcomes through SMART smaller step targets.

## **7. Specialist interventions**

At Grange Primary Academy, we work in partnership with a range of external agencies and they will support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds, play therapy or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

## **8. Partnership working and pupils' access to external (incl. specialist) agencies**

We are committed to working in partnership with all external agencies. We follow an evidence informed tiered system of support based on the Gloucestershire Graduated Pathway through a graduated approach of early, targeted and specialist intervention.

Referrals will be made to specialist agencies, including, NHS Speech and Language core services, Educational Psychologists, Advisory Teaching Services, School Nurse, CAMHS, Young Minds Matter, mentoring services, play therapy, Young Gloucestershire, Active Glos, Young Carers, Early Help, when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school in line with our assess, plan, do, review cycles of monitoring.

Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers.

Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil learning plan or the focus of a specific intervention. Recommendations from other

professionals enhance the offer provided within the school's graduated approach and are monitored within the school's assessment and monitoring cycles.

## **9. Adaptations to the learning environment**

We have breakout spaces next to most classrooms for the delivery of interventions and are made available to pupils who require a movement or sensory break as agreed as part of the pupil learning plan review process.

We have two quiet spaces available across the school; the Green Room and the Sensory Room which are identified as "safe spaces." These are located at either end of the school and are also available for pupils who require a movement or sensory break as agreed as part of the passport review process.

All classes have an identified quiet corner near to the class library.

## **10. Adapted curriculum pathways**

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

Some children require a more bespoke and individualised approach to their learning in order to experience a level of success and be the best they can be within our mainstream school. Our response to enabling access to ambitious education for all pupils is multi-faceted. We recognise that for some children with severe and profound and multiple learning difficulties and for some children with moderate learning difficulties and complex co-occurring needs, it is essential that children have access to an appropriate and relevant curriculum which is equally broad, balanced and ambitious and supports children and young people to meet appropriately ambitious long-term outcomes.

A small number of children access a highly adapted and differentiated curriculum through [Sycamore Enhanced Provision \(SEP\)](#).

Children access the same school curriculum but at a point that is both challenging, ambitious and achievable based on thorough and regularly reviewed progress. The curriculum is viewed through the equitable lens of the child as an individual; key documents such as EHCPs and SALT reports inform regular interventions as well as ongoing provision. The curriculum will be responsive to each learner and based on individual strengths and interests at every stage of their development and key stage. Our curriculum design supports a balance of stimulating contexts for learning through different active experiences, themes and subjects that are delivered to ensure it promotes challenge and aspiration.

Through rigorous pupil progress meetings and consultation with parents, a child may be offered sessions within SEP if they are struggling to access learning within their peer class which is having a significant impact on their social and emotional mental wellbeing, or that of their peers' including their right to learn.

They will also:

- be on the pathway to an EHCP
- have an EHCP
- are requesting a specialist school placement
- have an agreed special school place and are waiting for allocation.

## **11. Assessing and reviewing pupils' progress**

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Pupil's progress is assessed and reviewed in relation to their attainment (from their starting points where appropriate) fully taking into account the context and lived experience of the pupil including attendance, behaviour, social care and family support, and other vulnerability factors such as looked after children, previously look after children and children of armed forces. All school leaders including the SENDCo work in partnership along with class teachers following a graduated approach of termly assess, plan, do and review to focus on removing and reducing barriers to learning.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed within a timeframe appropriate to the intervention and at least termly.

In addition to whole-school assessment procedures and processes in place, some pupils will be assessed with more bespoke processes including Pre-Key Stage Summative Assessment and the Autism Education Trust (AET) Framework.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets.

## **12. Consulting and involving pupils and parents**

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. Grange Primary Academy is an active part of the community and we consistently seek out opportunities to interact with the local community and our parents through shared events such as the Old Boys Cricket annual competition, Cafe Church (Pastoral Leadership Program) special school events such as Bingo evenings and Easter Egg Hunts.

Parents are encouraged to share their voice in Parent Surveys and pupils with SEN are represented on the School Council and take part in every aspect of school life including frequent SEN events, such as the SEN Pentathlon Event where Grange Primary are the National winners 2024 and 2025.

There is a SEN information update in the school monthly newsletter signposting families to relevant support in the local area including the Local Offer.

## **13. Supporting pupils moving between phases / transition**

At our school, we recognise that transitions - whether starting school for the first time, an in-year admission, or heading off to secondary education - are significant milestones. Our goal is to ensure every pupil feels secure, confident, and prepared for their next chapter and our induction process is designed to build immediate belonging.

For New Starters (EYFS) we host "Stay and Play" sessions and home visits to understand each child's unique starting point. New families receive a "Welcome to Grange Primary Academy" pack, including photos of staff and key areas of the school to develop confidence and reduce worries.

Transition can be particularly challenging for pupils with SEN. We provide an enhanced level of bespoke support to ensure a continuity of care. Some pupils benefit from customised transition

booklets. We also create visual "passports" or social stories for pupils, containing photos of their new teachers, classrooms, and key spaces in the new setting.

For pupils transitioning into Year 7, we recognise this can be an extremely challenging time so we offer enhanced transition for any pupil that needs this. This includes extra visits to the new school during the school day, including allowing the pupil to explore the environment both during quiet lesson times and to observe the busier transition times. Where needs are complex, parents are invited to help co-produce the transition pupil passport to ensure their voice and concerns are represented to alleviate worry. The SENDCo continues to offer support post transition as needed if any questions arise.

Where there is multi-agency involvement, professionals will be invited to the Year 6 summer review to ensure the SENCo, the new setting's SENCo, and external specialists can share supporting strategies before the pupil starts in their new school.

#### **14. Training for staff**

The SENDCo is an experienced teacher who has completed the full NPQSENCO qualification (16.3.22).

The school prioritises time for the SENDCo to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching and solution-focused problem solving sessions so that all teachers build their confidence and competence. Professional development is deliberately planned to align with the context and needs of the pupils.

Teaching Partners receive regular training planned around the needs of the pupils that they are working with to develop confidence and competence. Teaching Partners receive weekly professional development sessions based on whole-school foci with a particular focus on maximising their impact within the classroom.

Some staff also receive additional training in a particular specialism, such as teaching partners who have Level 2 Speech and Language training. Senior leaders, including the SENDCo are level 2 Team Teach trained with a particular focus on de-escalation.

SEND-specific training has been delivered on Curriculum Adaptation and Scaffolding, Inclusion, Identifying and Supporting Speech and Language Needs, Understanding Autism, Understanding ADHD, Writing SMART Learning Targets, Maximising the Impact of Teaching Assistants (MITA) and Resilience.

#### **15. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term in pupil progress meetings overseen by the senior leadership team.
- Reviewing the impact of interventions after 6 weeks.
- Using pupil questionnaires and parent surveys.
- Distributed leadership - monitoring by the SENCO and subject leaders - "Every leader is a leader of SEND."
- Using assessment and progress data to review learning plans every term.
- Holding annual reviews for pupils with EHC plans and regular check-ins with parents when needed.

## **16. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extracurricular activities and school visits are available to all our students, including our breakfast, lunch and after school clubs. All students are encouraged to go on all of our residential trips. Risk assessments are put in place to enable children to access off site events and trips. All students are encouraged to take part in all aspects of school life including sports day, the school production, and all other events including sporting and music events. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation. We oversee the variety of activities offered over the school year through the [Grange Personal Development Plan](#) to ensure we are inclusive in our wider school offer.

## **17. Support for improving emotional and social development**

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

- Our PSHE curriculum
- A Restorative Approach to developing relationships and managing conflict (supported by visual walk through guides to resolving and repairing when something has gone wrong)
- Restorative whole Class Circles
- Access to Pastoral Soft Start (breakfast club), Pastoral Lunch Club, Pastoral Check Out Club all overseen by staff trained in emotional literacy and emotion coaching techniques.
- Weekly Assembly teaching Behaviour Curriculum and Grange Core 10 habits
- Access to Lumi Nova Club (Supporting Mental Health App)
- Emotional Based School Absence (EBSA) program of support for anxiety
- Green Room and Sensory Room as a calm space
- Mentoring Support
- Support for families through our family support worker

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to be part of the School Council as well as to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying. Pupils with limited verbal communication are supported through visual walk-through cards to share their worries.

## **18. Pupils with disabilities**

In accordance with the Equality Act (2010) and the Children and Families Act (2014), disabled pupils must have full and equitable access to the learning community

We do not discriminate against disabled pupils during the admission process. Our approach is anticipatory, meaning we work proactively with families and the transition processes to identify and remove potential barriers before a pupil starts. This is tied to our whole school improvement priorities where an inclusive, equitable lens is core to everything we do. To support inclusion, we are legally permitted to treat disabled pupils more favourably in admissions, such as by giving priority to ensure they receive necessary specialist support.

The school uses a whole-school approach to ensure disabled pupils participate as fully as possible in all classroom and extracurricular activities. We fulfil our reasonable adjustments duty to ensure no pupil is at a substantial disadvantage compared to their peers and support enables equitable access to learning. This is driven by whole school improvement and includes:

- Adaptive Teaching: Teachers adapt their delivery and use specialist advice to ensure the curriculum remains broad and ambitious for all learners.
- Wider School Life: Adjustments extend to recreational times, school clubs, and trips, ensuring a continuum of provision where difference is valued.

We provide various specialist facilities and environmental adaptations to assist physical and sensory access, which are regularly reviewed for effectiveness:

- Physical Features: Inclusion of ramps, and adapted furniture, such as adjustable height desks.
- Sensory and Communication: high-contrast signage for vision impairment, and the provision of quiet sensory areas.
- Information Delivery: Providing written materials in accessible formats, such as large print, simplified "Easy Read" versions or digital readers, tailored to individual pupil preferences.

Our Accessibility Plan is a strategic document that sets out our three-year targets for increasing curriculum participation and improving the physical environment. It is reviewed annually and updated every three years. You can access our full [Accessibility Plan here](#).

## **19. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

## **20. Contact details of support services for parents of pupils with SEN**

[Support for families in Gloucestershire for parents of pupils with SEN can be found here.](#)

Do you need free, confidential, impartial advice and help to play an active and informed role in your child's education? Parents - for [SENDIASS click here](#).