The Greville Primary school-SEND information report

The arrangements for meeting the needs of learners with SEND described below form part of Surrey's local offer for SEND. Full details of Surrey's provision and services for children and young people with SEND can be found on https://www.surreylocaloffer.org.uk or by downloading the booklet 'A guide to SEND 14: What does the Children and families Act 2014 mean for you?

Information about	
• The kinds of special educational needs that are provided for	The Greville Primary school is a mainstream, inclusive setting for children aged 4 – 11 years that complies fully with the requirements outlined in the Special Educational Needs Code of Practice. (2015) Trained, experienced staff are able to cater for learners who may have difficulty with: • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and/or Physical We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Our Special Educational Needs and disabilities Coordinator (SENDCO) has completed the mandatory National award and have a post graduate certificate in Special educational needs. She is a fully qualified teacher. The headteacher and SLT, of which the SENDCO is a member, and the governors, play an active role in monitoring the quality of SEND provision and ensuring every child's needs are met.
• Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO	The school's SEND policy can be found on the school website: https://www.greville.surrey.sch.uk/send-1/ The Special Educational Needs Coordinators is: Ms Alex Williams awilliams@thegreville.surrey.sch.uk Identification of children with SEND is completed using the graduated response. The graduated approach, also known as 'SEND Support' is a way of helping to identify the needs of children and young people with Special Educational Needs and Disabilities (SEND). It provides the most effective

The Greville Primary school-SEND information report

	support to help them learn and progress. This is a 'staged' approach and follows a four-part cycle (assess, plan, do and review).
• Arrangements for consulting parents of children with SEND and involving them in their child's education	At the Greville, we believe that a child's education is based on the team work of school and parent/carer working together. We have an open-door policy where parents/carers can come in and talk to class teachers should they have any concerns about the overall progress of their child. The school has a regular reporting cycle where parents are informed of progress. These are in the form of two parents' evenings and a written report in the summer term. Following the report, parents are able to come into school in order to discuss how they can support learning and progress. At these and other meetings, we share what can be done by families at home to support learning at school. Whenever more regular contact is required, we use home school diaries as well as regular meetings. The school has a very active parent teacher association (PTA) where parents/carers can become involved in school life: https://www.greville.surrey.sch.uk/pta-1/ If a child has been identified as potentially having a special educational need, the SENDCo will hold a meeting with parents/carers and the child's class teacher to discuss the areas of difficulty. In this meeting, parents/carers and school will collaboratively decide whether the child needs to be added to the SEND register. If they are added, the class teacher, in collaboration with the SENDCo, writes a SEND Support Plan (SSP) that outlines the targets and provision agreed in the meeting for the child. All SEND meetings are minuted by the SENDCo, and parents are welcome to request the minutes to be emailed to them.

The Greville Primary school-SEND information report

	We have a dedicated SEND governor who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. The Chair of Governors is Mr Trevor Hood, he can be contacted through the school office (01372 274872). When required, the school has used translators, sign language and texts to communicate to those parents who have difficulty in understanding and communicating with the school.
• Arrangements for consulting young people with SEND and involving them in their education	At The Greville, the SENDCO liaises with key staff in the school where there are concerns about progress or engagement. Following this, a sharing of information which includes the views of parents and learners, takes place and decisions are made as to the appropriate type of support to be put in place. A SSP (SEND Support Plan) is drawn up detailing the learner's targets and associated provision and one-page profiles are completed by the learner so that teaching staff have a clear overview of the whole child. We feel it is important to have the views of the learner so that they feel involved in their own learning. Pupils with an Education and Healthcare Plan (EHCP) are asked to contribute to the annual review process using the one-page profile. All SSPs are monitored by the year group leader, overseen by the SENDCo, for impact on progress.
• Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review	As part of the *assess*, *plan, do, review* cycle, we look at the actions needed to support learners towards their outcomes and what everyone involved can do to make a positive contribution. Termly data tracking, termly school support arrangements reviewed, staff meetings, annual reviews for EHCP pupils and the evaluation of any additional interventions create a comprehensive picture of children's progress towards identified outcomes. Progress is formally shared with parents/carers on a termly basis. Our open-door policy means that any member of staff can be contacted whenever a concern is raised. Pupils with EHCPs are asked to contribute to the annual review process and this is recorded in the one-page profile. For a small majority of pupils, their chronological year group curriculum may not be appropriate or accessible for them, even with differentiation and scaffolds to learning. In these circumstances, pupils

The Greville Primary school-SEND information report

	are assessed against a more appropriate year group curriculum, which enables class teachers and the SENDCo to measure progress more precisely.
• Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.	We encourage all parents with children who have additional needs to contact the school and visit us to talk about their child. The Reception teachers will visit the nursery before the child starts school. There is a 'stay and play' session with parent and child in September and all parents are invited to an individual meeting with the teacher. If the child has an EHCP, the SENDCO and teacher will attend the annual review before the child starts school if possible and the SENDCo will complete a handover with the previous setting. In Year 3, the SENDCO will visit the current school, attend the annual review (if it is held in the summer term), and liaise with current staff to ensure a smooth transition. There is a move up morning where the children visit their new class and meet their new teacher. If it is felt that one morning is not enough, we will organise other visits and make photo books of the school, classroom and staff as well as social stories to help children to understand the changes. Furthermore, if a phased transition is required, the SENDCo will organise this in collaboration with the Year Group Leader and feeder school/setting. In Year 5, children with an EHCP will have a transition review when parents can start to consider their secondary school choices. The parent is encouraged to visit the schools and their choice is then added to the review paperwork and sent into the LA for consideration. When the child is in Year 6, the Year 6 teachers and the SENDCO will meet with the year head and SENDCO of the secondary school to discuss pupils and their needs. Visits to local secondary schools are also organised and we fully encourage all our children to attend induction days. Where we know there is likely to be high levels of anxiety we could arrange additional, individual induction sessions.

The Greville Primary school-SEND information report

	If it is required, our trained support staff run transition groups which meet each week for 6 weeks to work through a programme to support the transition process. The child's SEND file will be forwarded to his/her new school prior to joining.
• The approach to teaching children and young people with SEND	At The Greville, all our teachers are teachers of SEND; our staff make reasonable adjustments to help include **all** children through high quality teaching. We adopt a graduated approach to meeting needs, using a process which assesses learning needs, develops a plan to support identified needs, puts the plan into place and then reviews the outcome. Where necessary, successive cycles of this process will be used becoming more detailed and involving more frequent reviews and the expertise of outside agencies. We aim to use interventions that are researched – informed and evidence based with clear baseline to monitor progress and impact against expected rates of progress. Where we feel something is not working, we are quick to respond and find alternatives through dialogue with the learner, their families and teaching staff. We understand that every child is different and we work hard to know what works for each individual. We find that by understanding the whole child and their family we can be successful.
• How adaptations are made to the curriculum and the learning environment of children and young people with SEND	Adaptive teaching and learning is embedded into the whole curriculum and practice at the school through high quality teaching. Approaches, activities and resources support full access to the curriculum and staff use a variety of strategies to support learners. Termly pupil progress meetings allow staff to monitor the curriculum and environment to ensure it meets the needs of all learners. Whenever required, staff receive training in order to ensure they are confident to make adaptations and scaffolds to support learners whose needs are of a high level. We have a full Accessibility Plan in place and our environment is fully accessible. Our policy and practice adhere to and embraces The Equality Act 2010.

The Greville Primary school-SEND information report

	We monitor languages spoken by the families in our setting and if required we find an interpreter, either from the local community or from Surrey County Council. We have also accessed the support of a person signing at specific school events.
• The expertise and training of staff and support children and young people with SEND, including how specialist expertise will be secured	All staff receive regular training and all teachers hold qualified teaching status. The SENDCO also has a graduate certificate in Special Educational Needs and the mandatory national award. We have a significant number of established and very positive relationships with professionals in external agencies providing services in education. Our school has worked with Learning and Language Support, Behaviour Support (STIP team), Speech and Language Therapist, Occupational Therapy, Physiotherapy, Autistic Spectrum Disorder Outreach, Education Welfare Officer, Educational Psychologists, school nurse team, Mindworks and Teachers for Physical and Sensory Impairment. Where a referral to external support is necessary we will meet with parents and discuss what the service offers and full consent is gained before any referral is made.
• Evaluating the effectiveness of the provision made for children and young people with SEND	We review the needs of the learners within the school and endeavour to put in place provisions in order to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted towards needs. In cases of very high need, we work closely with external agencies and the local authority to ensure additional funding and support is provided. Lesson observations, book looks and learning walks monitor how provision is delivered and helps maintain standards and to support staff in meeting the needs of all learners. Interventions used are looked at for impact on progress for each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Our finances are closely monitored by senior

The Greville Primary school-SEND information report

	leaders and the governors and we utilise resources to support the strategic aims of our setting as well as individuals. Each year we review the needs of the whole school cohort to see if there is a change in the overall make-up of the school. This assessment will decide if any additional interventions need to be put in place.
• How children and young people are enabled to engage in activities available with children and young people in the school who do not have SEND	The Greville Primary School has a whole school approach to inclusion, where any barriers to learning or engagement exist these are reviewed and discussions on what can be done to overcome these take place. We make reasonable adjustments so that learners can join in with activities regardless of their needs. All pupils are included on our residential trips and all needs are met, this has included pupils in wheel chairs, pupils who have medical needs and those with ASD and ADHD. Reasonable adjustments are made to ensure children are able to partake in all activities. For extensive trips such as residentials, all parents are invited to a pre-trip meeting and additional meetings are arranged for pupils with additional needs to support planning.
• Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	All staff at The Greville are caring and understand that physical and emotional well-being are pre-requisites to successful learning. Any pastoral support that is required is communicated effectively to all staff and the class teachers all take a lead role in any additional support a child in their class might need. We seek support of outside agencies when we feel needs require this. We have a school mental health team consisting of two part-time ELSAs, one of which is also a Thrive practitioner, four Mental Health First Aiders and a Family Support Worker. We have a zero-tolerance approach to bullying in school which addresses the causes of bullying as well as dealing with negative behaviours. We use Zones of Regulation approach to support learners with their emotional development and regulation. We are a relational based school, and our Behaviour Policy has been replaced this academic year with a Relational Policy. All staff have read and fully understand our Relational Policy.

The Greville Primary school-SEND information report

	Pupil voice is central to our ethos and is encouraged in a variety of ways including school council, circle time and assemblies. The school works closely with the Inclusion Officer. Where the difficulties with attendance are linked to additional needs, the SENDCO will support pupils coming into school with an individual plan, for example, transition activities before going in to class to ease anxiety.
• How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting families	As a school, we are concerned with the overall development of the learner which may necessitate, at times, working with agencies outside of the school setting. Meetings are held where professionals from outside school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond that which the school is able to offer is necessary. In these cases, parents and young people will be consulted, and consent sought, so that agencies are able to work in supporting the overall development of the young person. During this academic year we have worked with social services, Mindworks, family mediation services, family support workers, Virtual School, and Young Carers. We have a particular duty in ensuring that Looked After Children, and Previously Looked After Children, are given the appropriate support and care to help ensure their progress and engagement within the learning environment. Our designated teachers meet with social services and the virtual school to ensure the child's wider needs are being met.
• Arrangements for handling complaints from parents of children with SEND about the provision made at the school	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Every teacher's email is available on the school website, a face to face meeting can them be arranged quickly to resolve the issue. If the matter cannot be resolved at this stage then the year group leader, SENDCO, assistant head or headteacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution. The SEND governor can also be approached.

The Greville Primary school-SEND information report

	A copy of the school's complaints procedure can be found on the school website. The school has adopted Surrey County Council's policy on 'Responding to Concerns about Surrey County Council Schools'. Where a resolution between the parent and school cannot be reached, parents will be advised to seek external support through SEND Advice Surrey: https://sendadvicesurrey.org.uk/

Reviewed and updated November 2026