Gresham Primary School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Gresham Primary School is an inclusive mainstream school which offers a range of provision to support children with special educational needs and disabilities.

OFSTED state: ***'Leaders ensure that pupils with special educational needs and/or disabilities (SEND) benefit from all that the school has to offer. Mostly, adaptations to the teaching, support and resources for pupils with SEND are made based on pupils' personalised targets. Pupils with SEND access the same curriculum as their peers and learn alongside them.' October 2023***

The range of support deployed is tailored to meet individual needs following thorough assessment by internal and/or external agencies. Support is provided to facilitate pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

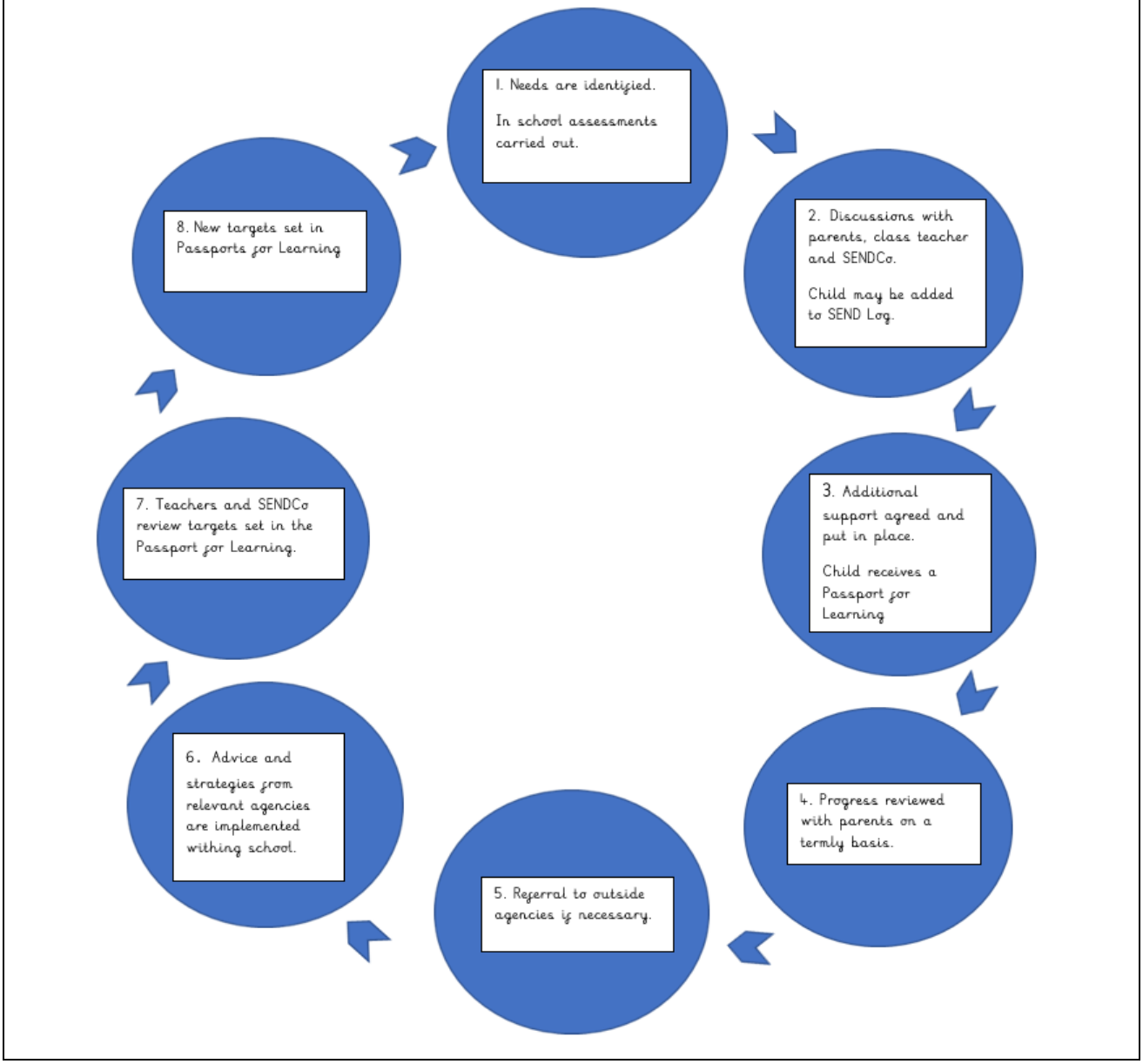
Class teacher	**The teacher is responsible for**: • Adapting and refining the curriculum to respond to strengths and needs of all pupils. (This includes remote learning where applicable) • Checking on the progress of your child and the identification, planning and delivery of any additional support. • Contributing to devising personalised learning plans which may be incorporated into Passports for Learning to prioritise and focus on the next steps required for your child to improve learning. • Meeting with parents, ensuring they are kept informed regarding their child's needs and how these needs are being addressed in school. • Advising parents how best to support their child's learning at home. • Applying the school's Inclusion policies. • Liaising with the SENDCo as well as other involved staff (e.g. TAs, staff delivering intervention programmes). If you have concerns about your child you should speak to your child's class teacher. A meeting may then be arranged with the SENDCo or other member of the Senior Leadership Team (SLT) and/or the Inclusion Team.

Inclusion Team:	**The Inclusion Team comprises the SENDCo, Head teacher and SEND Governors.**
Special Educational Needs Coordinator (SENDCo): **Mrs Julie Gough**	**The SENDCo's role is to coordinate provision for children with SEN in addition to developing the school's SEN and Inclusion policies.** This is achieved through a collaborative approach: • Being involved in supporting a child's learning and access to the curriculum in consultation with teachers. • Supporting staff by advising about 'next steps' e.g. intervention, referrals, professional development opportunities. • Informing parents, with the teacher, about the range and level of support offered to their child. • Being available to meet with parents as necessary e.g. join meetings with the Educational Psychologist (EP) and other professionals or to offer advice or reassurance on an informal basis. • Regularly including parents when reviewing how their child is progressing. • Being party to discussions regarding planning successful transitions to a new setting (class or school) • Support class teacher to write and review Passports for Learning • Liaising with a range of outside agencies including: ➢ Educational Psychologist (EP) ➢ Speech, language and communication therapists (SALT) ➢ Occupational Therapists (OT) ➢ Physiotherapists ➢ Child and Adolescent Mental Health Service (CAMHS) ➢ Visual Impairment service ➢ Hearing Impairment service ➢ Pupil Referral Unit ➢ Specialist teachers e.g., Autistic Spectrum Disorder, Dyslexia, physical disabilities ➢ School nurse, Health Service ➢ Social Services & Educational Welfare ➢ Specialist Schools (including ELPS) ➢ Parents in partnership (PIP) ➢ The Virtual School (Children Looked After) A range of professionals, who can offer advice and support to help pupils overcome any difficulties, are consulted and provide specialist advice to staff and facilitate training to ensure that all staff are skilled and confident in meeting a range of needs.

Head teacher: Ms. Karen Steele **SEN Governors: Mrs Tracy Evans & Ms Sarah Cuzner**	**The Head teacher is responsible for**: • The day-to-day management of all aspects of the school, including the provision made for pupils with SEND **The SEND Governors are responsible for:** • Supporting the school in evaluating and developing the quality and impact of provision for pupils with SEND across the school. • Discussing progress of pupils with SEND with teachers, SENDCo, Head teacher and governors.

Assessment, Planning and Review

What is the process if school informs me, they have concerns about my child?



If your child is continuing to have significant and ongoing difficulties, it may be appropriate to involve external agencies.

All schools and colleges have a delegated level of funding which can be used to meet a child's learning needs per annum once the child is identified on the school special educational needs log.

https://www.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/local-offer-special-education-and-disability-support-directory

Curriculum and Teaching Methods (including groupings and interventions) How will teaching be adapted to meet the needs of my child?
Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers an individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly, with opportunities for both ability and mixed setting to maximise learning opportunities for all.
Experienced and skilled adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on adult support.

Intervention

The school's ethos focuses on the progress of learning.

The following interventions can be used to support children in particular areas of needs.

Some strategies to support learning overlap as the range of need can extend into more than one area of difficulty.

Intervention table: Gresham Primary School

Area of Difficulty	❖ All pupils where appropriate	❖ SEND SUPPORT	❖ SIGNIFICANT NEED ❖ (EHCP)
Cognition and Learning	• Differentiated curriculum planning and work • Simplified use of language in delivery • Differentiated outcomes, recording & presentation of work, increased modelling • Volunteers support children – hearing individual readers and / or small groups as	• TA support: individual and/ or groups • Focus groups • Precision Teaching • A range of resources • Specialist 1:1 reading support • Phonics – additional teaching groups in both KS1 and KS2	• Highly differentiated curriculum • Support targeted at specific needs • Specialist learning programmes as advised by outside agencies • EP advice following assessment

	advised by teacher • School curriculum target aimed at improving speaking and listening skills • Learning support accessible at home: Mathletics	• Croydon Literacy programme delivered in school • Catch –up Numeracy • The 5 Minute Box • extra Maths and English tuition in small groups	
Communication and Interaction	• Visual Aids • Explicit teaching of key facts • Simplified language • Planning opportunities to discuss • Structured class routines • Differentiated curriculum • Circle Time	• support to help delivery of instruction • Support for focus and completion of tasks • ELSA • Restorative Approaches • SALT support in a group/1:1	• Visual Timetable • Social Stories • Input from Speech Therapist • Support at lunchtime within a small group of children in a quiet space

Emotional, Behavioural and Social	• Whole School Behaviour Policy • Whole School / Class Rules • House point system • Head teacher awards linked to Learning Toolkit 'Superheroes' • Class rewards linked to behaviour • Traffic Light system • Sanctions & rewards • Circle Time / PHSE	• Playtime Interventions / activities • Social Skills – small group Programmes • Movement Breaks • Individual Behaviour Plan • Progressive reward scheme for week	• Emotional Literacy Support • Individualised timetable • 1:1 Behaviour Support • Regular home/school contact

	• Stories and themed assemblies • Whole School Focus on 'Behaviour for Learning'	• Draw and Talk 1:1 session • House point system	
Sensory and Physical	• Adapted environment (e.g. classroom arrangement) • Flexible teaching styles according to individual needs • Availability of suitable resources e.g. left-handed scissors, crocodile rulers • Environment facilities (e.g. ramps, easy access to all areas, medical room) • Garden area • Field • Quiet Area • Covered Area • Broad PE curriculum • Wide variety of clubs to accommodate a range of interests • Playground timetable for each class to participate in different activities at play and lunch times	• Touch Typing • Keyboard Skills Training • BBC Dance Mat • Brain Gym Activities • Specialised resources e.g. writing slope, foot stool, pencil grips • TA support: fine motor skills e.g. letter formation, handwriting, cutting • TA support: gross motor skills e.g. catching, throwing, balancing	• OT input • Physio input • Programmes as advised by therapists supported in school by a designated TA • 1:1 support in class, during PE and lunchtime • Specialist equipment & facilities e.g. disabled toilet, lift to all floors, Evac-chair • Modified curriculum as necessary (e.g. in PE) • Boccia • Visual Impairment teacher • Hearing Impairment teacher • Physical and Sensory advisory teacher

Partnerships with External Agencies What support from outside agencies could the school use to support my child? The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.	
Advice Sought:	
Agency	**Description of Support**
LA SEND Team **Educational Psychology Service**	Case Managers for children with EHCP We have limited sessions with an allocated Educational Psychologist assigned to Gresham. They can carry out a range of services including; advice to the school and parents, assessments and observations of pupils who have been referred to them by the school following a discussion with parents. The outcome of the assessments will determine the child's cognitive strengths and weaknesses. They can advise and make further referrals as necessary.
Speech and Language Therapist	Croydon NHS no longer provide a speech and language school service to Gresham Primary School. Children who have been referred to SALT (in nursery) may be given targets and activities to complete and familiar TAs will use their time with the child so these targets can be met. For children who need to be referred for SALT, school may be able to apply to the private run company Better Days who now provide SALT for those children with an EHCP. After an initial meeting with a SAL therapist, the child in question may need to be assessed and/or recommendations/targets will be given for the class teacher and TA to implement.
School Nurse	Carries out health screening (hearing, sight, height and weight) and administer nasal flu annually. Available to offer advice and support for medical concerns, either through specialist professionals or at school request.
Occupational Therapy **Physiotherapy**	OT is only available for those children whose EHCP states a provision of OT. Therapy programmes are followed-up in school by a familiar TA under the guidance of the lead professional with SENDCo support.
Pediatric Services	Referrals are made to these services when necessary.
CAMHS (Child and Adolescent Mental Health Service)	Referrals are made to these services when necessary. These referrals are often supported by the Educational Psychologist (EP).

Parents in Partnership (PIP) Croydon	PIP offers impartial, confidential information, advice and support for parents or carers of children with SEND.
Educational Professional responsible for Children who are Looked After (CLA)	A teacher who has responsibility for and oversees, monitors provision for children who are in the care of the Local Authority. The school also has a designated Child Protection Officer – Julie Gough
Other agencies	Visual Impairment Service, Hearing Impairment Service, Sensory, Physical and Disability Service, Educational Welfare Service, Specialist Teachers, Outreach

Transition

How will the school help my child to enter school for the first time, move to a new class / year group and transfer to a different school?

- Visits to nursery by Reception staff /SENDCo to meet staff and observe child
- Induction meeting for parents, Early Years Foundation Stage
- Weekly Stay & Play sessions during the latter part of the summer term prior to entry (Reception)
- Meet the Teacher afternoon at the end of the Summer Term (current Year R to Year 5)
- Induction day for children to visit new classes and teacher
- Induction days at secondary school in the summer term (Year 6)
- Further transition sessions/days can be organised where possible
- A meeting will be held with parents to share information about support that is needed or has already been arranged
- Close liaison between school / outside agencies e.g. Nursery / Pre-school / secondary school
- Files and information about your child will be passed on to authorised personnel
- Progress, strengths and weaknesses identified and recorded
- Medical Protocols written by a doctor, provided by the parent shared with school
- Care plans relating to medical conditions drawn up in consultation with parents
- Visual aids and resources to support learning discussed and sought
- An initial assessment on entry to Reception made to ensure provision is appropriate (e.g. Baseline)

What should parents do?

Parents should inform the school/individual teacher of anything that could impact on a child's learning or wellbeing and discussing any concerns they may have.

Staffing Expertise
How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support children with SEND.

Therapists also provide training throughout the year to ensure programmes and their delivery remain appropriate and effective.

All training is reflective of the specific needs of current children at Gresham Primary School. This may include Speech, Language and Communication, Autism, Down's Syndrome, Dyslexia, Social, Emotional & Behavioural.

Who do I talk to if I am unhappy with my child's support or progress?

- In the first instance the class teacher
- SENDCo
- Head teacher
- SEN Governors
- School's complaints policy

Further Information (about support and services for pupils and their families can be found in):

Web link to: The Local Authority Local Offer
https://www.croydon.gov.uk/education/special-educational-needs

Web link to: Parents in Partnership (PIP)
http://www.pipcroydon.com/

Web link to the DfE Code of Practice
Special Educational Needs and Disability Code of Practice
Jan 2015

www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Julie Gough – SENDCo
Reviewed DECEMBER 2025
Next review December 2026