



Special Education Needs (SEN) Information Report

Key Document Details

School Name: Grange Junior School

Version no: 1

Author: Tim James

Owner: Tim James

Approved by: Hannah Gordon

Ratified date: September 2025

Interim review date: July 2026

Next review date: September 2026

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [SEND Information | Grange Junior School](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Rebecca Edgcumbe. She is the SENCo at both Grange Infant and Grange Junior School.

She has 2 years experience in this role and another 12 years experience working in a SEND specialist setting, as Early Years Lead and as a SENCo. She is a qualified teacher.

She working towards achieving the National Professional Qualification (NPQ) in Special Educational Needs Co-ordination.

She is allocated four days a week to manage SEN provision, with working days being Monday, Tuesday, Thursday and Friday.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We ensure that teachers have the skills that they need to teach the range of SEND in their class through teacher training and professional development using in-school and external professional development. Where more specific intervention is required, staff are trained to deliver evidence-based interventions to support children in reading, writing and maths. Staff receive training from external professionals so that they can meet the needs of individuals within their class. Recent training has included Sensory Breaks, SMART target setting and Pupil Profiles, Trauma and Adverse Childhood Experiences and De-escalation techniques.

Teaching assistants (TAs)

We have a team of nine TAs, including a higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as Number Stacks and Little Wandle phonics and reading fluency interventions.

Pastoral Team – SEMH Learning Mentors

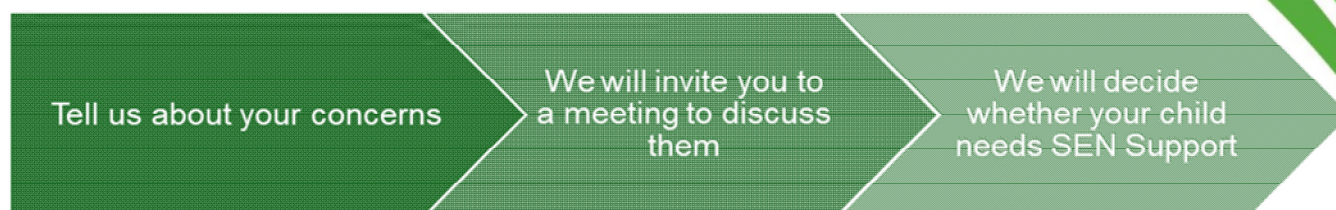
The school also has 2 SEMH (Social Emotional Mental Health and Well-being) learning mentors, one of whom is Emotional Literacy Support Assistant (ELSA) trained and the other who is trained in Drawing and Talking Therapy. Both members of staff work alongside children and teacher to support the emotional, social and mental well-being.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Mosaics of Life Therapist
- Specialist Gymnastic support for children with specific physical needs
- Little Dinos sensory and communication support
- Speech and language therapists
- SEMH outreach team
- ASD and Communication Needs advisory teacher
- Cognition and Learning service (CLASS)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Swindon Town Football Club –‘Project Me’
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Your child's teacher can be contacted via the school admin team: admin@grange-jun.swindon.sch.uk The class teacher will pass the message on to our SENCO, Mrs Edgcumbe, who will be in touch to discuss your concerns.

You can also contact the SENCO directly: redgcumbe@grange-inf.swindon.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include their reading, writing and maths work as well as their emotional needs.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a Pupil Profile for them which documents set targets and includes small and specific aims for steps of progress and support.

If, after a period of time using an Assess, Plan, Do, Review (APDR) approach a child's needs are still not being met with the Pupil Profile in place then evidence may also be gathered to apply for an Education and Health Care Needs Assessment. If this application is successful then an Education Health Care Plan may be issued by Swindon Borough

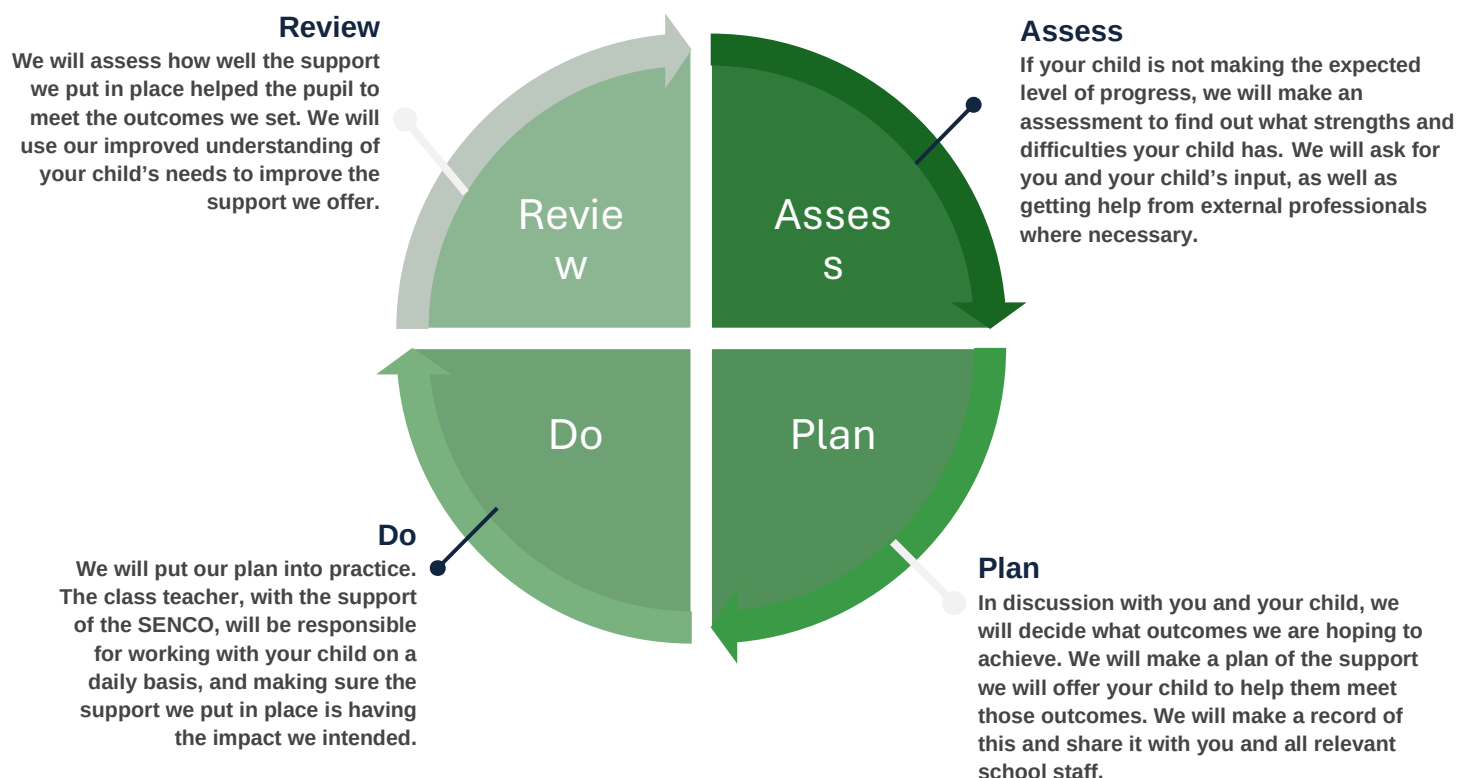
Council. This is only agreed if a panel of professionals can see enough evidence from a range of sources that a child's needs are not able to be met with school resources.

If an EHCP is agreed then parents, class teacher, SENCO & Inclusion Worker will work together to plan how the 'outcomes' on the plan can be supported in school with the additional support from the plan.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. This is in addition to the opportunity to attend parent/teacher meetings twice per year.

Your child's class teacher will meet you three times to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the Admin email address: admin@grange-jun.swindon.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1/small group basis when the need is identified and appropriate.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
--------------	-----------	-----------------------------

Communication and interaction	Autism spectrum disorder	Visual timetables Little Dinos Play Therapy Use of visual supports Social stories 5 point scale / Zones of Regulation Sensory Breaks Sensory Circuits Self Soothe Boxes ELSA support Social group/friendship group support
	Speech and language difficulties	Speech and language therapy WellComm intervention
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reading/writing aids Assisted technology Precision Teaching Little Wandle Catch up groups Coloured overlays and coloured books Support from Advisory Teachers for C&L
	Moderate learning difficulties	Reader pen Individually planned lessons and support
	Severe learning difficulties	Support from Advisory Teachers for C&L Educational Psychologist Outreach support

Social, emotional and mental health	ADHD, ADD	Quiet workstation Sensory Room The Hive The Den Use of visual supports 5 point scale / Zones of Regulation Sensory Breaks Sensory Circuits Self Soothe Boxes ELSA support Friendship Groups or Social Skills support Little Dinos Play Therapy
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Drawing & Talking Mosaics of Life Therapy Sensory Room The Hive The Den Swindon Town 'Project Me'
Sensory and/or physical	Hearing impairment	Adapted resources Appropriate seating positions Sensory Room Support from Hearing support team Use of Signing and visual resources
	Visual impairment	Limiting classroom displays Adapted resources e.g. appropriate sized & coloured resources Appropriate seating positions Sensory Room Support from Visual impairment support team

	Multi-sensory impairment	Limiting classroom displays Adapted resources Appropriate seating positions Sensory Room The Hive The Den
	Physical impairment	Limiting classroom displays Adapted resources Appropriate seating positions 1:1/small group specialist gymnastic coaching Sensory Room The Hive The Den Support from Advisory Teachers for PI SPARKS (Fine and Gross Motor Skills Programme)

These interventions are part of our contribution to Swindon's local offer.

9. How will the school evaluate whether the support in place is helping my child?

The Head Teacher, SENCO and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND Governor meets regularly with the SENCO to ensure the school is following the SEND Policy and review of the progress and outcome of SEND learners.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and subject leaders
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

When needed, and through consultation and support from the appropriate outside agency professional service, additional equipment and/or facilities will be sourced for children. These resources will be dependent on the need of the child, and the school will work hard to remove any physical barrier to learning and gather equipment necessary to support access to the school and education. These resources could include noise cancelling headphones, writing slopes, pencil grip adaptations, use of ICT, reading frames etc. It may be that if additional funding that exceeds the SEND allocated budget for an individual child, the school will meet with you to discuss the need for an application to the Local Authority to request additional funding.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are committed to giving all children at Grange Junior School every opportunity to achieve their potential. We have a whole school approach to inclusion which supports all learners to engage in activities together.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our school trips, including our Year 6 residential trip to The Mendip Activity Centre.

All pupils are encouraged to take part in sports day/school plays/special workshops and other activities throughout the year.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

In accordance with the Code of Practice, our school admissions policy requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with The White Horse Federation admissions arrangements and policy. Further information on the policy can be found here [Admissions | The White Horse Federation](#).

If your child has an EHCP, the Local Authority manage the admissions process and any changes in school placement. Please email SENDSERVICE@swindon.gov.uk to ask any questions regarding your child's school placement if they have an EHCP.

13. How does the school support pupils with disabilities?

At Grange Junior School we ensure that pupils with disabilities are able to access the curriculum and school building and environment alongside their peers. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This will include us working alongside both parents and outside agencies professionals to identified the reasonable adjustments that we can put into place to meet your child's specific needs

Our school is wheelchair accessible and we have a disabled toilet on site. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment.

For further details on how we ensure we meet the needs of all children, including those with disabilities, our accessibility plan, agreed with the Governing Body, is available on request.

You can also find it on our website [Policies & Procedures | Grange Junior School](#)

It covers how we will:

- Increase the extent to which disabled pupils can participate in the curriculum by adapting the classrooms or activities to match the needs of each individual

- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to disabled pupils by making sure they are in the correct sized font or on the correct coloured paper

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the School Action Group
- Pupils with SEN are also encouraged to be part all activities including after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by 1:1 and small group interventions in addition to the access of pastoral groups.
- We run a morning pastoral group for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by following the steps set out in our Behaviour Policy and our Anti-Bullying Policy which can be found here [Policies & Procedures | Grange Junior School](#)

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Designate time for the children's current teacher to meet their new teacher to discuss their individual needs and the support that is needed
- When appropriate, additional transition sessions between a child and new teacher will take place during Term 6.
- When appropriate meetings will take place between parents, identified external professionals and the new teacher to ensure that individual needs and support required can be shared and discussed.
- If appropriate, we will provide opportunities for the child to see what their new environment will look like, they may take home a photographs of their new class and teachers.
- If appropriate, we will provide opportunities for the child to say goodbye to their current teacher

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases e.g. moving from Year 6 to Year 7

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

The SENCO will ensure that all SEN paperwork is shared securely and swiftly and that there is a sufficient handover. Many of the above strategies used to support between year transitions may also still apply for between school transitions. Where possible, the two schools will work together to organise visits and information sharing.

Pupils will be prepared for the transition by:

- Attending transition sessions, as well as additional ones that may be on offer dependent on need
- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs H Gordon will work with Mrs R Edgcumbe our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are unhappy about the SEND provision made for your child, in the first instance you can speak to the class teacher. Then a meeting may be arranged with the SENCO. If the situation is not resolved, you can request a meeting with the Headteacher.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. At this point you will then be referred to the school's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Further information on Swindon's disagreement resolution and mediation services can be found on Swindon's Local Offer.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look Swindon's local offer. Swindon publishes information about the local offer on their website:

<https://www.swindon.gov.uk/sendlocaloffer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

https://www.swindon.gov.uk/info/20050/educational_support/766/sias_-_swindon_send_information_advice_and_support_service

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adapt** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

