



The White Horse Federation – Grange Junior School

Address: Grange Drive, Stratton St Margaret, Swindon, SN£ 4JY

Telephone: 01793 822405

Website: <https://grange-jun.swindon.sch.uk>

Local Offer (SEND): Swindon Borough Council Local Offer, which gives detailed information about provision in the borough can be found at <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindon-send-local-offer>

School opening hours:

Monday to Thursday 8:30am – 3:30pm

Friday 8:30am – 1:30pm

Points of contact:

School Office: admin@grange-jun.swindon.sch.uk

Principal: Mrs Hannah Gordon hgordon@grange-jun.swindon.sch.uk

SENDCo: Ms Debbie Brown dbrown@grange-jun>swindon.sch.uk

SEND Governor: Mr Simon Goodyear sgoodyear@gov.twhf.org.uk

Type of provision: Junior School, Year 3 – Year 6

Admission Arrangements:

The White Horse Federation subscribes to the Swindon Borough Council for Primary School admissions.

Referrals: Children can be referred to the school if they are accommodated by the Local Authority or by parental request if they have an Education Health and Care plan.

Cost: Pupil Premium funding will follow the child as well as funding from Swindon Borough Council.

Partnership Agencies:

- Educational Psychology Service (EPS)
- School Nurse Service
- Paediatric Services
- Swindon Advisory Teachers, e.g. Physical Disability, Cognition & Learning Advisory Support Service (CLASS), Autistic Spectrum Conditions (ASC)
- Hearing Support Team
- SEMH Support Team
- Occupational Therapy
- Speech and Language Therapy (SALT)
- Swindon Autism Support Service (SASS)
- Targeted Mental Health (TaMHS)
- Child and Adolescent Mental Health Service (CAMHs)
- Multi-Agency Safeguarding Hub (MASH)
- Early Help Hub
- Special Education Needs Assessment (SENAT)
- Swindon Information, Advice & Support Service (SIAS)
- Swindon SEND Family Voice
- Education Welfare Officer
- Young Carers
- Mosaics of Life
- Little Dinos

The Curriculum: Children with Special Needs and Disabilities follow the National Curriculum, at an age/developmentally appropriate level. Activities are adapted to meet children's needs and/or abilities; this is called differentiation. Small group or individual intervention using well-structured programmes can be provided.

Transition: Conversation with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings we will check funding, write any necessary plans and look at ways of deploying staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school prior to their start date through a structured transition plan based on their need.

There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place during term six. If a child has an Education Health Care Plan, a transitional review will take place and possible school options are discussed.

Staff Expertise: The SENDCo is a fully qualified and experienced teacher and has gained the NASENCo Award in 2022. The White Horse Federation's expectations are that all staff are responsible for children with SEND in their classes and have the support of the SENDCo to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children including targeted support for children with high needs to enable them to access a mainstream curriculum.

In 2019, two members of our Inclusion Team (Mrs Couldridge and Mrs Myatt) completed the ELSA programme. ELSA stands for Emotional Literacy Support Assistant and is a national programme of staff training to support children and young people with Social, Emotional and Mental Health (SEMH) needs run by the Educational Psychology service. It supports practitioners in developing the emotional literacy and overall

resiliency of vulnerable children and young people. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

In 2022, Mrs Waters from our Inclusion Team completed training to support pupils through the Drawing and Talking programme. Drawing and Talking is a therapeutic intervention for children and is designed as a short-term pro-active intervention intended to complement, rather than replace, the work of Specialist Mental Health Services. Through a 12-week cycle of sessions this non-intrusive tool allows children and young people to bring what they need to their sessions. Utilising drawing as a way to help them express their feelings differently in ordinary verbal language. The Drawing and Talking therapeutic approach allows individuals to discover and communicate emotions through a non-directed technique.

Monitoring the effectiveness of provision: There are robust systems in place for the SENDCo to monitor the effectiveness of the school provision, these include:

- Monitoring the quality of provision for SEND children
- Meetings are held for children with Early Help Records and EHCPs to review the progress of their specific goals and plan measurable targets
- Focused pupil progress meetings with the senior leadership team
- Data analysis
- Lesson observations and learning environment walks
- Work scrutiny
- Gaining pupil, parents and staff views through conferencing and questionnaires

The SEND Governor meets with the SENDCo to quality assure both procedures and practices are exemplary for children with SEND.

Subject leaders also monitor the delivery of their subject and the progress made, The Principal monitors and quality assures the impact of the SEN action plan/school development plan. Ofsted and the local authority moderate as part of a cycle for Key Stage 2 SATs to validate or challenge.

Equal Opportunities: All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

Spiritual, Moral, Social and Cultural Curriculum: The White Horse Federation is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation through:

- School Action Group (with pupils members)
- Pupil voice
- Pupil governance
- Community events
- Religious festivals
- Special school holidays
- Building strong and meaningful relationships between staff and pupils
- Measures to prevent bullying
- National initiatives such as charity events and religious celebrations

This list is not exhaustive.

From the parent/carer's point of view:

The Swindon Local Offer can be found using the link below. The Local Offer is a website in Swindon for children and adults who have support needs, giving you correct information and advice at any time.

<https://localoffer.swindon.gov.uk/home>

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- Once your child has settled into school, it may seem to the teacher that they need extra help. This may be clear to them from observation, or they may do some assessments. It may be that later a child does not make the expected progress.

- If your child has been to another school and they have passed on information.
- If you have concerns yourself, please talk to your child's class teacher. You are welcome to express your concerns to the class teacher, please make contact via the school office.
- If we, in school, identify any special educational needs, we will talk to you about it and tell you what support will be put in place. We may or may not ask your permission to involve one or more of our partnership agencies.

How will school support my child?

The school has many options to enable your child to access mainstream learning, these include the following:

- A provision map/pupil tracking document that states how and when a child is supported with resources required to enable successful delivering of the support.
- Specialist TAs who are trained in supporting specific needs e.g. ELSA and Drawing Talking.
- Access to other professionals for advice and support.

How will the curriculum be matched to my child's needs?

The curriculum is carefully scaffolded to meet the needs of every child; it is individually tailored to each pupil. The child is then able to learn at their own level and make the progress they need to make. Children learn in different ways and their learning styles are also catered for.

How will I know how my child is doing and how will you help me to support my child's learning?

We look forward to working with you to help your child and we will talk to you about how we help. We like to hear what works for your child and we will make suggestions as to how you can help too.

School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher.
- Discussions around the child's individual learning needs and provision in place.
- Formal parent/teacher meetings take place twice a year, discussions around how to support and help your child at home.

- An annual report is sent home which includes targets/next steps for your child to progress.
- School website with helpful links and documents such as 'SPLASH' (SEND news from Swindon Local Offer).
- All children have a reading booklet for home and school to record details of the child's reading.

This list is not exhaustive.

What specialist services and expertise are available at or access by the school?

- SENDCo
- Educational Psychology Service (EPS)
- School Nurse Service
- Paediatric Services
- Swindon Advisory Teachers, e.g. Physical Disability, Cognition & Learning Advisory Support Service (CLASS), Autistic Spectrum Conditions (ASC)
- Hearing Support Team
- SEMH Support Team
- Occupational Therapy
- Speech and Language Therapy (SALT)
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What training are the staff supporting with SEND had or are having:

All staff have access to CPD which is tailored to the needs of the children. These include:

Training Programme	When	Who
Safer Recruitment training	2023	Senior Leadership Team
Swindon Borough Council Safeguarding training	2023 – modular and ongoing	Designated and Deputy Safeguarding Leads
CP training and safeguarding	Yearly training (September) and termly updates	All staff
Medical training	Yearly updates	All staff
First Aid	Yearly updates of basic training. Three year review for fully trained staff	Some staff
Team Teach and de-escalation strategies	2023, 6 or 12 hour course dependent on level, reviewed every two years	SENDCo and some support staff
NASENCo	January 2021 – January 2022	SENDCo, completed
ELSA	2019 and ongoing, including regular supervision via the Educational Psychology Service	Two members of the Inclusion Team
Drawing Talking	2020 and ongoing	One member of the Inclusion Team
Health & Safety	Yearly	All staff
Supporting children with Autism	May 2023, from the Educational Psychology Service	All teaching staff

How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school. Access to activities outside of the school environment/school trips will be determined through a rigorous risk assessment procedure. Children with physical disabilities attend the Access Sports event organised with the support of the Swindon Advisory Teacher for Physical Disability.

How accessible is the school environment?

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

How are the school's resources allocated and matched to children's special educational needs?

The school has funding for all children including children with special educational needs and disabilities (SEND). Additional funding can be requested to support higher needs children and children with Education and Health Care Plans (EHCP). The Principal and the SENDCo will discuss each child's needs in detail and then ensure that school-based provision meets the needs of each child as detailed in their EHCP. This may include access to:

- Additional resources
- Additional learning support
- Support from outside agencies

How is the decision made about what type and how much support my child will receive?

- Through initial assessments and pupil tracking.
- Where appropriate, assessments may be sought from partnership agencies.
- Meetings with teachers, parent/carers and other professionals (where appropriate).

Who can I contact for further information?

Ms Debbie Brown - SENDCo

dbrown@grange-jun@swindon.sch.uk