

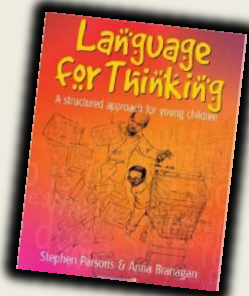


SEND Information

Report 2024

For Parents





Our Vision

We believe that we are stronger together and are committed to working with parents and carers to achieve the best possible outcome for every child. We encourage all our pupils to aim high and reach their potential. Our children are provided with opportunities to develop socially, emotionally, academically and physically. Our teachers and support staff work extremely hard to support all children in our school to be the best they can including those with Special Educational Needs or disabilities.

About this Report

This report answers some of the most frequently asked questions about the school and special educational needs. We will review and update this information report regularly to reflect changes and feedback.

The date for the review of this report is **Autumn 2025**.

Frequently Asked Questions

1. What does SEND mean?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational

facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2. What kinds of Special Educational Needs & Disability (SEND) does Bruce Grove cater for?

At Bruce Grove Primary we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the New Code of Practice (January 2015).

◆ Communication and Interaction

Including difficulties with speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome

◆ Cognition and Learning

Including difficulties with a Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia

◆ Social, Emotional and Mental Health difficulties

Including attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder

◆ Sensory/Physical Needs

Including difficulties with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy (It is important to note that whilst accessibility is a high priority of our school, it is not possible to ensure ease of movement throughout the whole school due it being spread across two storeys)

◆ Medical needs

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they

have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

This SEND Information Report aims to address the needs of these pupils.

3. How do we identify and assess pupils with Special Education Needs?

All of our teachers teach children with SEND.

When a class teacher identifies a child with a difficulty they should inform the SENCo using the appropriate referral form (Educational / Pastoral (Appendix A/B)). This concern can also be raised in Pupil Progress meetings. If a class teacher has concern about a child these concerns will be discussed in the first instance with the SENCo, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time. Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SENCo about whether the child needs to go on the SEN register at the level of **SEND Support**.

Once on the profile, the SENCo will then ask the parents of the child to come in to discuss the needs and proposed provision. Children at this stage should be offered extra support from within the schools resources and this will be recorded on a provision map.

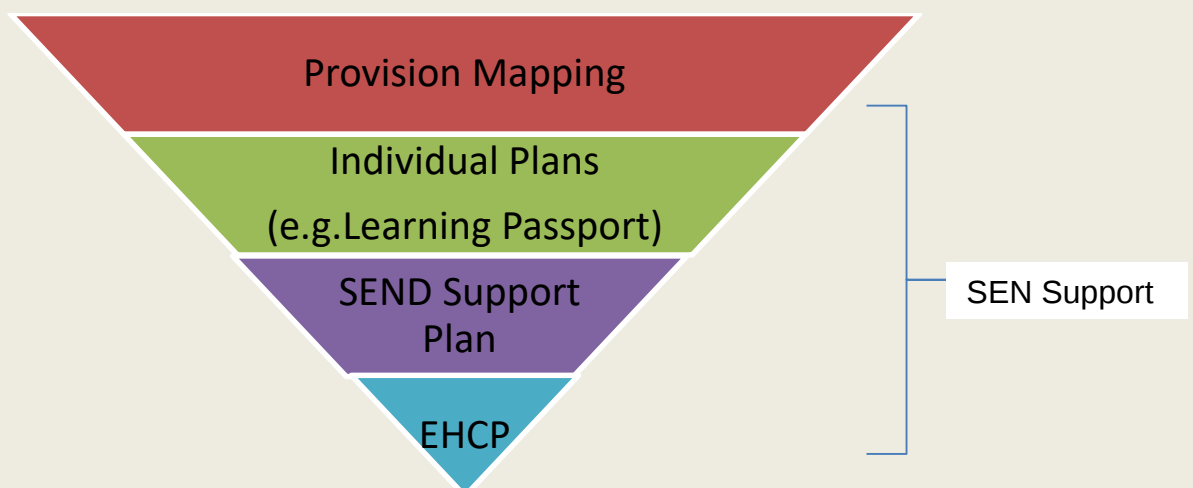
The triggers for being placed on the profile at SEND Support are that a child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of similar age
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or social difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Provision already in place has had little or no impact on learning or progress.

4. What are the school's policies for making provision for pupils with special educational needs (SEND) whether or not pupils have Education Health and Care Plans?

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Individual Plan (Learning Passport): Our new Learning Passports contain areas to target and ways of supporting the child to achieve them, a picture of the child to help make them more personalized and meaningful for child/family and additional information including; highlighting areas of strength, SEND provision, health /medical needs and parent comments.

SEND Support Plan: A document containing a 1 page profile and a detailed action plan listing the goals and provision to meet the SEND. This is the same action plan that can be used as part of the EHCP.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Haringey can be found on the Council's website. www.haringey.gov.uk. Click on Children and Families tab which will take you to the Children with Special Educational Needs and Disability – Local Offer. As a parent, you can also request access to further support by emailing Haringey on sen@haringey.gov.

Current Overview of SEND in Bruce Grove 2024/2025

52 children or 16% of our current school population have SEND, with Communication & Interaction being our primary area of need on the SEND register.

The breakdown of needs is as follows:

Areas of Need	Number	%
Communication & Interaction	40	12.9 *
Cognition & Learning	12	3.8
Social Emotional & Mental Health	5	1.6
Sensory / Physical Needs	7	2.2
Medical Plans (whole school)	2	1%

* Percentage data indicates a *Primary Area of Need *

The following table shows the breakdown of this:

SEN Planning Tool	Number of Children
Provision Mapping	52 (16%))
Learning Passports	45 (13.8%)
EHCP	12(3.8%)

a) How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. We use our data monitoring process, review and monitor individuals through the system. Both the attainment and the progress of SEND pupils are monitored through this system. The SEND pupil as 'vulnerable pupils' are a standing item on the agenda of every Team Around the Family Meeting. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENCO and the head teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in our school has their progress reviewed regularly and this information will be shared with both parents and pupils. We have termly Parent Conferencing Meetings where the

child is at the centre of the discussion, achievements are celebrated and targets are set. We also have termly pupil progress meetings to discuss all children in more detail where the teacher has the opportunity to raise their concerns.

We provide an annual report at the end of the school year.

Where a pupil is receiving SEND support, whether through informal discussions or more structured meetings, we provide feedback to parents more regularly. We may contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting twice a year. Some pupils with SEND may have more frequent reviews if they are required.

Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENCO.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes using their Learning Passport
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A copy of this updated Learning Passport is sent home for the family and child.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEND.

c) What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum and Quality First Teaching provided by your child's class teacher. Children with special educational

needs are taught alongside other children but lessons are designed so that all children in the class learn and make progress. We do this by planning '**adapted**' lessons in which for example both a child with special educational needs and a very able child have different learning goals within the lesson. We also ensure there are lots of opportunities for children to work together in order to learn from each other. Each class teacher is responsible for planning, monitoring and providing support for pupils within their class, including children with special educational needs. We ensure that through provision of Continued Professional Development and Training opportunities, all the staff will acquire sufficient skills and knowledge to deliver the interventions that pupils need.

d) How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:

- Provide visual resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the school
- buy specialist ICT software

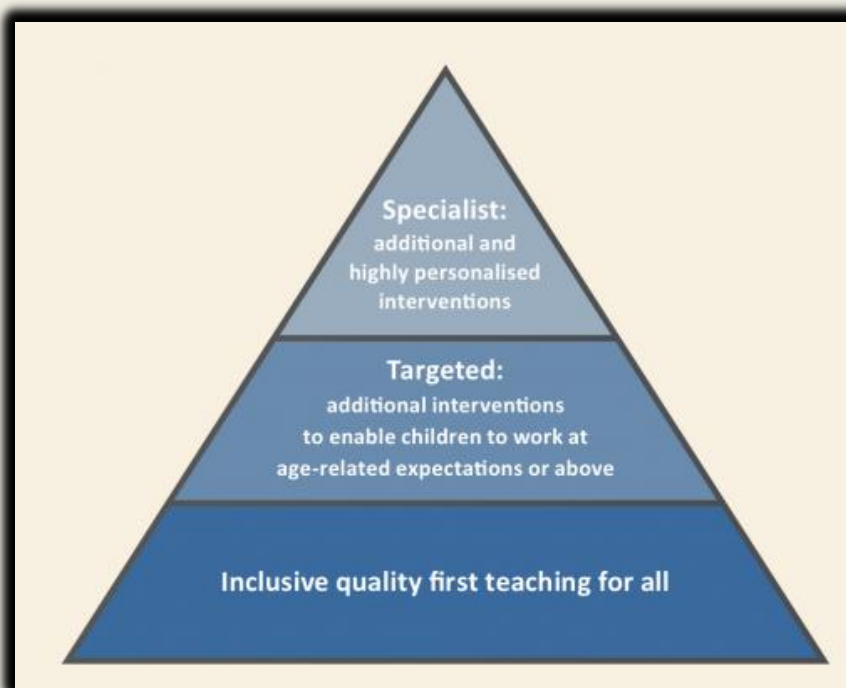
In considering what adaptations we need to make the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

e) What additional support for learning is available to pupils with SEND?

Wave 1 = Quality First Teaching for All

Wave 2 = Additional small groups provision for identified children to help close the gap

Wave 3 = High Personalised Support, including 1:1 support



The provision available at each level (or wave) is summarised in our provision map. (Appendix C)

We provide additional support for pupils with SEND to be able to access assessments, including SATs tests, when needed. (This includes extra time, prompting, readers for Maths and Writing tests, scribes, enlarged print for the visually impaired, rest breaks etc).

f) What extracurricular activities are available for pupils with SEND?

- A variety of after school clubs

- Respite breaks away to Brighton with the CCHF charity – www.cchf-allaboutkids.org.uk

g) What support is available for improving the emotional and social development of pupils with SEND?

As a school we try to understand the reasons for underachievement in any child particularly around emotional / social development and are very mindful of ensuring all children have adequate levels of self-esteem, confidence and resilience to be successful in life. To support children to do this we run a number of specialist provision to give children a space to nurture their inner selves and grow as a person, including:

- Learning Mentor Support
- School Counsellor / Play Therapy
- Social Skills Group
- Nurture Group
- Art Therapy
- Therapeutic Writing

5. Who is the SEND Coordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO), Marisa Etienne, is a qualified teacher working at the school who has responsibility for SEND. She works closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEND and Disability
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school

- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

SENCo: Marisa Etienne

Phone: 0208 8854200

Email: admin@brucegroveprimary.org.uk

6. What expertise and training does the school staff have in relation to SEND?

Designated members of staff are trained in;

- Speech and Language assessment and interventions
- Makaton
- Social and emotional difficulties
- Handwriting (fine motor skills) support
- Specific Learning Difficulties e.g. dyslexia/dyspraxia
- Autism

7. What equipment and facilities are available to support pupils with SEND?

Bruce Grove Primary School is set on one site with a separate Nursery:

- Our nursery building is on a flat site at pavement level with an outside area and is wheelchair accessible, with a small sensory room attached
- Located on the main ground floor: the school's main office, head teacher's office, senco room, music room, Reception classes and Year1 and Year 2 classrooms.
- Upstairs is the Year 3 and Year 4 classrooms, Year 5 and 6 classrooms, our school library and ICT suite. There is one flight of stairs to the upstairs part of our school with a total of 27 steps. There is no lift.

Equipment available in our school for specific pupils to access at specific times includes:

- Communication books (for home and school)
- Devices for additional recording / record written work e.g. laptops

- SEND software e.g. Ipads, Communicate in Print
- Visual timetables

8. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

Bruce Grove Primary encourages all parents to be actively involved in their child education and invite them to attend:

- Termly Parent Conferencing Evenings
- Discussions with SENCo & other professionals e.g Speech & language therapist
- SEND Review meetings where targets are set / reviewed in conjunction with class teacher and/ or the speech & language therapist

If your child has an ***Education, Health and Care plan*** we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include:

- Meetings with teachers and SEND staff to discuss progress and support including ideas for home.
- Parents workshops/ meetings

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

9. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children, through informal meetings and Family Learning Conferences, are consulted about their learning and how they feel about their progress.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Regular Pupil Surveys
- Pupil discussion groups with SLT (Senior Leadership Team)

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

10.What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet.

If you have something to ask us or tell us, please contact the class teacher or SENCo.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCO
- The head teacher – through the school office
- The SEND governor (a letter can be submitted through school office)

The SEND governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our school website.

Further information on local support for families of pupils with SEND can be found on Haringey's website www.haringey.gov.uk (Click Link to Children and Families and Children with SEND – local offer).

11.How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

- Social workers
- School counsellor

We always involve parents in any decision to involve specialists.

The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. autism awareness
- get more specialised advice e.g. advice on visual impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

The main agencies we work with include:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Educational Welfare Officer
- Hope in Haringey, school counsellor service
- Hearing-impaired service
- Visual impaired service
- School Nursing Service
- Social Services
- Police Community Support
- Autism Advisory Service
- Language Support Team (KS2 Pupils)
- Child and Adolescent Mental Health Service (CAMHS)

12. What local support, outside of school, is there for the parents of pupils with SEND?

Information about local support is located here: [www.haringey.gov.uk /local offer](http://www.haringey.gov.uk/localoffer)

The Parent Partnership Service – Markfield Together for Inclusion

Gives free impartial information, advice and guidance about services for children, young people and families.

Email: enquiries@markfield.org.uk

Website: www.markfield.org.uk

This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

13. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEND (examples)
In to nursery / Reception	• Swift transfer of records • Work with Haringey's Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	• We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records
When moving groups/ forms/	• Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting.

classes in school	
–Primary to secondary transition	• Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex

14. Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer

- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Haringey Local Offer: www.haringey.gov.uk/localoffer

Appendix A



SEND Initial Concern Form

(Please complete this form with as much detail as possible)

Name of Pupil _____ Class ____ DoB _____

1. Please tick which area(s) of SEND is/are of concern for this pupil

- ☐ Communication & Interaction
- ☐ Cognition & Learning
- ☐ Social, Emotional & Mental Health
- ☐ Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant i.e. recent conversations with parents.

Action taken by SENCo

Appendix B



Pastoral Support Form

Name :
DOB:
Class Teacher:
Person making referral:
Date of referral:
SEN Support/ EHC Plan / EAL.

Reason for referral					
Attendance		Bereavement		Racism	
Motivation		Fighting		Inattentive	
Bullying		Worries		Hyperactive	
Swearing		Stress		Self esteem	
Divorce		Friendships		Social Skills	
Lying		Stealing		Destruction of property.	

Personal hygiene		Perfectionism		Anger management	
Behaviour		Exclusion		Parental request	
CIC		Depression		External request	
Withdrawn		Parental absence		Oppositional behaviour.	
Punctuality					

General comments about behaviour:

Background comments: (please include any family concerns, new to school etc...)

Strategies/Interventions already tried

Call home / meeting with parents		Reflection	
Incentives (merits/ charts)		Time out of class	
Discussion with child		Referral for Counselling	
Learning Mentor Support		Cause for Concern	



Bruce Grove Primary Summary of Wave 2 & 3 Provision	
Wave 2 Provision (Small Groups)	Wave 3 Provision (1:1)
Extension & Enrichment Reading Extension & Enrichment Writing Extension & Enrichment Maths Writing Tutorials IDL Project X Code Readers Maths & Literacy Groups Inference Groups Language for Thinking Language & Communication Group Phonic Groups EAL Language Groups Immersion Language Link EYFS Talk Boost Nurture Group What's in the bag? Attention Autism Fine Motor	RML Box 5 Minute Maths Box Language For Thinking Social Stories Art Therapy Fine Motor Reading Speech & Language Support SLD Assessments Language Assessments Drawing and Talking