

GRANGE SEND Information Report - April 2026

Grange is a mainstream primary school catering for children aged 4 to 11 years old. Our school motto is 'Fostering Learning at the Heart of the Community and we aim to capture the interest and imagination of our pupils and inspire them to aim high, keeping trying and never giving up.

It is our job to make sure that this happens for all of our pupils, by providing appropriate provision for those who belong to vulnerable groups.

This includes ensuring that the needs of pupils with special educational needs and disabilities are met.

All teachers are teachers of pupils with Special Educational Needs and Disability (SEND) and provide quality first teaching which takes into account the particular needs of every child within the classroom.

What is SEND?

The Code of Practice states that schools must use their best endeavours to ensure that all pupils receive an appropriate education that enables them to have their needs fulfilled and to reach their potential. A child or young person has special educational needs if they require provision that is different from, and additional to, that which is provided for all pupils through quality first teaching. This provision may be required for a variety of reasons and the Code of Practice identifies these reasons across four main categories:

Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health

Physical/Sensory.

At Grange Primary School we aim for all pupils with SEND and disabilities to learn in mainstream classrooms, with the necessary support and equipment/resources. Teachers adapt learning experiences to meet individual need and plan with support staff to ensure that every pupil accesses learning. Support staff are trained to provide the necessary support, but at the same time encourage independent thinking and growing confidence. We also provide one to one and small group targeted interventions that cater for individual pupil need. These take place in various areas around the school and are led by both school based staff and professionals from outside agencies.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

The following adaptations have been made to the school environment:

Two disabled parking spots have been marked in our easily accessible car park. The school is all accessible with steps or ramps. We have two toilets and a shower that are accessible and a medical room to enable a safe place for any medical/health needs.

We want all children to experience everything that we offer at Grange and would make reasonable adjustments for all pupils, this includes the curriculum and all in and after school activities.

We source the outside agency support from established services provided by the local authority and private services that are commissioned and funded by the school. We also make provision for pupils who may require a dual placement, enabling them to spend part of their week in a specialist provision. The aim is always to ultimately reintegrate these pupils back into full time mainstream provision.

In a minority of cases, we may seek (with parental approval) a permanent move into a specialist setting. This would happen when a pupil's needs are complex and severe and the needs can be better provided for in a long term specialist environment.

Current SEND Data at Grange:

49 pupils on SEND register (30.72%)

42 pupils are SEN support (25.3%)

9 pupils have an Education, Health and Care Plan (5.42%)

The Primary SEND need of our pupils are:

Global developmental Delay 0.6%

Social Emotional and Mental Health 7.83%

Cognition and Learning 7.23%

Autism Spectrum Disorder 2.41%

Speech Language and Communication 19.28%

Semantic Pragmatic Disorder 0.6%

Vision Impairment 0.6%

Hearing Impairment 1.2%

Dyspraxia 0.6%

Medical 0.6%

Other 0.6%

The main current interventions and ad adaptative strategies in use are:

Access to Teaching Assistants when required

Precision Teaching

Essex Maths Intervention

Read, Write Inc and RWInc interventions

Fresh Start

Enhanced Learning for Maths and English

Regulation Support

MADE - oracy, memory and mind mapping and approach to learning

CHATTA - educational approach that builds confident communication skills, and strengthens written composition, fluency and stamina.

Speech and language therapy: NELI, WellComm SALT programme, COMMUNICATE

Speech and Language service, staff trained in Intensive Interaction and bespoke training for specific speech and language needs, and NHS SAL therapy

Lego therapy

Visuals for communication

Soft Start/Readiness Time

Sensory Circuits

Nurture lunchtime group

Social Skill groups

Visual timetables

Emotional Literacy Support

Now and Next Boards

Dynamo Maths Intervention

Hamish and Milo Wellbeing/Hamish and Milo Families Together

Literacy Gold Reading and Spelling Intervention

Adapted/bespoke timetables

Own workstations when required

Behaviour Support Plans

Fine Motor skills support

Access to Family Support Lead

Forest Schools

Sensory and movement breaks

Brain breaks

Calm areas

Zones of Regulation

Sensory Room

PLOT - therapeutic outdoor learning and farm alternative provision

Therapeutic Thinking

Talk Buttons

Chromebooks for recording written work

Playtime support

Craft Club

Visualisers

Specialist services and outside agencies currently used to support pupils with SEND are:

Local Authority SEND Services

Psychology and Therapeutic Team

Inclusion Facilitation Team

Solution Circles

Specialist Education Service
Educational Psychology Service
Alternative Provision Service
Pupil Referral Units
School Nursing Service
Community Paediatric Services
Ipswich Hospital
Young Carers
NHS Speech & Language Team
Physiotherapy Team
Occupational Therapy Team
Primary Mental Health Team
Family Network Service (Child in Need/Child Protection)
Customer First Safeguarding
Children's Centres
Anglia Care Trust
Suffolk Family Carers
Service
Education Welfare Service
Communicate Speech & Language Service
Specialist Schools Outreach
Emotional Wellbeing Hub
Mental Health Support Team
Level 2 Youth Project

All pupils at Grange are welcomed, included and treated with the same school values.

The identified teacher within the school who is responsible for SEND pupils is:

Jane Armstrong - j.armstrong@grange.omat.org.uk

The identified governor for SEND is: Corrine Franklin and can be contacted through the school office