



SEND INFORMATION REPORT 2020-21

Our 'school offer' for children with
Special Educational Needs and Disabilities

WHAT DO WE BELIEVE?

- At Granta School, we welcome everybody into our community. The staff, Governors, pupils and parents work together to make school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. We provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.
- We provide learning for pupils aged 3 – 19 with special educational needs. With lessons based around engagement, functional skills, communication, digital literacy, life skills and building confidence, we strive to ensure a personalised curriculum for all students.

WHAT IS OUR ADMISSIONS CRITERIA?

- Children are placed at Granta School following agreement by the SEN Team of their local authority and via consultation with the Headteacher. The main criteria for securing a place at Granta include:
 - The pupil has an Education, Health & Care plan (EHCP) which includes a learning disability
 - Special school education rather than mainstream can best meet the pupil's needs
 - Resources are available to meet the pupil's needs, including the correct funding for those with highly complex medical or behavioural needs
 - The pupil wants to come to the school and the parents agree with our school values, aims and policies
 - A place is available in the school and there is sufficient physical space and human resources
 - The placement is appropriate for the pupil and in most cases is the nearest available to their home

WHAT DO WE OFFER FOR DIFFERENT TYPES OF NEED?



WHAT DO WE OFFER?

- Small class sizes with a high adult:child ratio to ensure personalisation and communication strategies, which all staff are trained in
- Visual aids to support instructions, key vocabulary, concepts and themes, as well as personalised PECS approaches
- Social skills learning and Lego Therapy interventions
- Access to a School Nursing, Speech and Language Therapists, Occupational Therapists or Physiotherapists for assessment, advice and programmes that school staff and families can implement
- Attention Autism sessions to support attention and communication
- Hydrotherapy sessions to support mobility
- TEACCH systems in classes to support structure and independence with ASC learners

FREQUENTLY ASKED QUESTIONS



WHO SHOULD I TALK TO ABOUT ANY SEND CONCERNS I HAVE?

- Your first point of contact at school will always be your child's class teacher. They will know the interventions your child is receiving, the additional support they have in class and they will be able to talk to you more about what we can offer.
- If you think your child might need more specialist support or you have additional worries, you can speak to a school leader, such as the Key Stage Manager.

HOW WILL I KNOW HOW MY CHILD IS DOING?

- Copies of each child's individualised targets are set once every term and there is an opportunity to discuss progress at parent meetings each term, as well as informally via the home school book or telephone/email
- Assessments of your child's progress are made regularly so the teacher always knows what each child in his/her class has achieved and what needs to be further developed
- As all our children have complex learning difficulties as well as associated SEND, it is to be expected that they will be working outside their age related key stage levels as they progress through the school
- As and when required, interpreters enable parents to fully participate in formal meetings, such as Annual Reviews

HOW ARE STAFF HELPED TO WORK WITH MY CHILD?

- All staff receive comprehensive and ongoing training in meeting the needs of children with complex learning difficulties
- In addition to more specialist curriculum training depending upon area of interest/expertise, all staff receive mandatory annual Safeguarding and Manual Handling and Medical training
- Many staff have been trained in British Sign Language , First Aid, TEAMTEACH, Food Hygiene, Risk Assessment and MIDAS training
- Some staff are specifically trained to work with individuals who have a hearing impairment or visual impairment and have received very specific training from specialist teachers and outside agencies
- All staff members are trained specifically in de-escalation strategies to promote positive behaviour management

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM ?

- As a fully inclusive school, all children participate in whole school, curriculum and off-site activities
- The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part
- Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc.
- All students engage in travel training activities, pitched at their level, to promote independence as much as possible

HOW WILL YOU SUPPORT MY CHILD THROUGH CLASS/SCHOOL CHANGES?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible, using:

- Social stories
- Transition visits
- Meetings to share information about your child
- Photo books
- Focused group work around upcoming changes

WHAT SHOULD I DO IF I FEEL THE SCHOOL IS NOT MEETING MY CHILD'S NEEDS?

- Parents who believe their child's needs are not being met within school are asked to meet with a Senior Leader to talk through their concerns
- Where appropriate an early Annual Review can be arranged, with representation from the SEND team to formally review your child's progress, current special needs and provision