Griffin Primary School

SEND Report

September 2026

Griffin Primary is committed to meeting the needs of all children including those with special educational needs and disabilities (SEND). We believe that every child deserves and is entitled to an education that enables them to achieve the best outcomes and develop as an individual.

All staff are responsible for ensuring children with Special Educational Needs or a disability receive the appropriate support and provision to ensure they achieve their full potential. We believe that we will do everything possible to meet the needs of children with Special Educational Needs or a disability. This offer and the supporting Accessibility Plan meets the following criteria:

- Paragraph 3 of schedule 10 of the Equality Act 2010;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the Special Educational Needs and Disability Code of Practice: 0 to 5 years.

About this information

The purpose if this report is to explain to all stakeholders how we, as a school, will provide for children with SEND. We will review and update this information regularly to reflect changes and feedback from staff, parents and governors.

If you need any more information, please see our SEND Policy or contact the schools' SENCO – Tom Havercroft on 01482 794122.

The governor responsible for SEND is Mr Chris Fenwick

Date agreed by governors:

Review due: September 2027

1. **Special Educational Needs and / or Disabilities for which provision is made**

Griffin Primary ensures provision is available for the following groups if children with SEND as outlined in the Code of Practice:

- **Communication and Interaction** including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
- **Cognition and Learning** including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) including dyslexia.
- **Social, Emotional and Mental Health Difficulties** including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other needs that are rooted in mental health.
- **Sensory and/or Physical Needs** including a range of physical (PD), Hearing Impairment (HI), Visual Impairment (VI), and Multi-Sensory Impairment (MSI).

2. **Policies for the identification and assessment of children with Special Educational Needs and / or Disability (SEND)**

At Griffin, staff are aware of the importance of recognising children with a range of SEND, as soon as possible in order to adapt the provision and learning experiences for that child. The school ensures all children are treated equally with clear plans in place to ensure all children are making progress through monitoring and assessment procedures, including pupil progress reviews. This plan describes the way the school improves the physical environment for the purpose of increasing the extent to which children with disabilities participate in the school's curriculum. In addition, how the school delivers information to children with disabilities that is readily available to children who are not disabled.

The Accessibility Plan clearly defines the steps the school takes to prevent children with SEND from being treated less favourably and outlines the facilities to help children with disabilities to access the school. The information in the Accessibility Plan has been prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010.

Through discussion between teachers and the SENCO, an Initial Record of Concern form will be completed. This form clearly outlines any concerns from the teacher and parents, and notes made during observations by the SENCO it includes actions to take place. Once the SENCO has liaised with the teacher it is then decided what level of support would be the most appropriate for the child. Referrals are made, where appropriate, to external agencies and graduated support plans are put in place where additional support is required. For some of these pupils, an initial period of monitoring may be appropriate to gather evidence and these children will be added onto the monitoring register.

Assessments of the children are made at least 3 times a year (at the end of each term). These assessments are tracked and progress reports are monitored closely by the SENCO and members of the SLT. This provides us with detailed reports to monitor progress and identify potential areas for concern. Pupil Progress meetings are held termly to discuss progress and any interventions and support that needs to be put in place for individual pupils.

Children on the SEND register who are significantly behind age related Children who have been diagnosed with a specific need e.g. dyslexia, autism; who have no other need will be added to a specific need register. The needs of these children and strategies to support their progress will be written on a one-page profile, which is reviewed termly.

Children on the SEND register who are significantly behind age related expectations are assessed using the pre-key stage Standards. These are broken down into specific, measurable, attainable, relevant and timely (SMART) targets which are used to track smaller steps of progress. These are assessed at least 3 times a year and progress is monitored carefully in pupil progress meetings. Teachers use their professional judgement to review and update targets for an individual child as and when necessary. Targets are set and reviewed using a graduated response following the 'Assess, Plan, Do, Review' (APDR) from the SEND Code of Practice (September 2014).

3. **What are the school's policies for making provision for children with special educational needs and/or disability (SEND), whether or not children have Education Health and Care Plans**?

The majority of the children on the SEND register have their needs met using quality first teaching and adaptation within the classroom. In most cases this is fulfilled by the teachers by adapting learning and planning to ensure that it incorporates opportunities to meet the learning styles of the individuals. A range of interventions are also used within the school to provide an individual personalised learning session for the children.

If a child is identified as having a special educational need their teacher will develop a graduated response plan based on everything that they know about the child. This is shared with the parents, SENCO and any adult that will be supporting that pupil.

We use a SMART target approach to setting individual targets for children that are on the SEND register. These are small, achievable, measurable, realistic targets which aim to move the children forward in their learning. These are identified within the classroom and during personalised learning sessions when appropriate.

The school follows the; assess, plan, do and review process that is explained in the Code of Practice 2014. We use a graduated response document that outlines the targets based on the assessment that has been made by the teacher. This is then shared with the parents and then it is reviewed termly or sooner.

An application for statutory assessment for an EHCP is based on the graduated response plans, the advice from other professionals and the class teacher. An EHCP is issued by the local authority and is a legal document for the school to adhere to. It includes long and short-term outcomes that the school must work towards, these targets are decided at meetings by the children, parents and professionals.

4. How does the school evaluate the effectiveness of its provision for SEND?

The teaching within the school is regularly monitored and reviewed by the SLT in order to ensure the quality of teaching and learning is highly effective. The progress made by the children is a crucial factor in evaluating the effectiveness of the SEND provision. Where external agencies and professionals are involved with a child, regular visits and evaluations are provided to inform the progress made. SEND provision and support is adapted and evaluated to ensure that the correct approach is being used to support the child. Interventions and graduated response plans are updated termly or sooner if required. The teachers work with the SENCO, parents and the pupil to make sure any SEND support is adapted and is effective.

Governors are involved in the quality of SEND provision. SEND is reported to Governors termly which outlines the progress made by children with SEND and any evaluations of teaching and quality of provision.

Venn Academy Trust SEND leads provide support to the school throughout the school year; and lead annual SEND provision reviews alongside the LA.

5. What are the school's arrangements for assessing and reviewing the progress of the children with SEND?

Children on the SEND register who are significantly behind age related expectations are assessed using the pre-key stage standard objectives. Children who are not significantly behind age related expectations are assessed through a whole school approach using working towards, expected and greater depth against their age-related expectations. Teachers submit data using Insight on a termly basis which is analysed by the SLT, teachers and SENCO.

In addition, the children that have specific learning difficulties and are working significantly behind their chronological age are monitored using SMART targets and the pre-key stage standards. Their progress is monitored on a termly basis and additional support is tracked.

Through regular RAG meetings including the class teacher, phase leaders, Principal and SENCO all children are discussed to ensure all children are making expected or better progress. Parents are invited to termly review meetings to discuss their child's progress with a member of staff. Parents are also invited to optional meetings with the SENCO to discuss the provision and needs for their child. The review of targets and any new targets are discussed with parents during these meetings and parents are given the opportunity to make comments on the provision and support their child is receiving. The SLT and SENCO are responsible for moderating all assessment judgements for children with SEND and the provision that is available to them.

The teacher is responsible for all children within their class. Therefore, reviews are completed by the teacher with support from the support staff that have been working with the child during intervention time or any other agencies involved.

A child with an EHCP has an annual review to discuss the outcomes from the current EHCP and agree new outcomes for the following year. Parents and

professionals involved in the support for the child are invited to the meetings. Where appropriate, the child is invited to part of the meeting.

6. What is our approach for teaching SEND children?

The school supports all children to achieve irrespective of their special educational need and/or disability, ensuring all children access the school's curriculum. It is expected that all teachers will adapt their teaching to suit the needs of all the children in their class and will implement strategies and approaches suggested from other professionals and the SENCO.

The school believes in an inclusive education and all children with special educational need and/or disability are supported within the classroom by other peers and adults. The information from pupil progress meetings is used to plan learning that is challenging but builds on previous learning.

All children with SEND who have a graduated response are involved in additional intervention sessions at least once a week with a teaching assistant. The evidence from these is evaluated half termly with the class teacher and SENCO. We are aware of the need to avoid the over reliance of individual support for children as this can prevent the pupils becoming independent learners.

Pupils that are identified as significantly behind age related expectations are assessed using the graduated response and termly SMART targets are set. These are monitored by the SENCO termly and discussed during pupil progress meetings with the class teachers.

7. How does the school adapt the curriculum and learning environment for children with SEND?

We work closely with professionals and external agencies to recognise the needs of disabled children and young people before they start the school. This is reviewed regularly throughout the duration the child is at the school to ensure that the correct equipment is used as the child moves through the school. Reasonable adaptions are made to the curriculum and learning environment to ensure that children with SEND are not disadvantaged compared with their peers.

Teachers are supported by the SENCO to adapt activities for the curriculum to suit the needs of the SEND children. They are also involved in meetings with external agencies who give advice and future targets for specific children.

8. What additional support for learning is available to children with SEND?

All equipment and resources are assessed on an individual basis, this is dependent upon the nature of the need. Funding may be provided by the school or requested from other agencies. Specialist equipment can be provided or advised by external agencies e.g. IPaSS after assessments.

The school follows a 3-wave process of support for children with SEND. Wave 1 is available to all children and includes quality first teaching which is intended to consider the learning needs of all the children within the classroom. This includes adapting work and the learning environment to suit the needs. Wave 2 is specific targeted interventions which supports the children to make accelerated progress to enable them to achieve the age-related expectations. Wave 2 can be an individual intervention however is generally targeted at a group of children. Wave

3 is an individually tailored intervention used to support the pupils in making accelerated progress. This may include a specialist intervention.

9. What extra-curricular activities are available for SEND children?

Griffin has a wide range of extra-curricular activities available to all pupils at no extra cost. There is currently a before-school club in a morning and after-school clubs, providing a range of activities including art and sport for children of all ages. If it is agreed that attending these clubs will support the child to meet agreed outcomes it will be encouraged that a child attends.

Support is available at lunch times to support children who find unstructured time difficult to manage, for example older pupils are invited to work alongside younger children to lead turn taking games, reading and art.

The needs of children with SEND are considered when arranging any educational visit. We endeavour to include all the children and where necessary the parents of the children with SEND. The benefits and risks of pupils with SEND attending educational visits off site are evaluated to meet the needs of the children.

10. What support is available for improving the emotional and social development of children with SEND?

We use restorative approaches in school and encourage our children to make the right choices throughout the day and to be responsible for their actions. Policies on behaviour and anti-bullying set out the responsibilities of everyone within the school. The policies also outline clear procedures, protocols and processes that enable staff to identify any social, emotional and mental health difficulties.

Where children have more complex problems, we provide these children with interventions such as:

- ELSA – Emotional Literacy Support
- The Best You Therapy
- Advotalk
- Individual behaviour plans which are discussed with the children to give them strategies to manage their feelings and emotions. Behaviour plans are also shared with parents. We encourage children to follow the school rules using positive behaviour charts, good day notes and rewards.
- Small group sessions that promote positive behaviour, social interaction and friendship groups.
- Wellbeing and behaviour officer supports emotional and social development by taking small groups or children individually on a 1:1 basis.

11. Who is the SEND Co-ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO) is Tom Havercroft who is a qualified teacher working at the school and has the responsibility for SEND. He works closely with all staff to ensure children with SEND can achieve the best outcomes. If you have any concerns regarding your child's needs please speak to your class teacher before speaking to the SENCO. If you wish to make an appointment to speak to the SENCO please enquire at the school office or telephone on (01482) 794122.

12. What expertise and training do the staff have in relation to SEND and how will specialist expertise be secured?

All staff have attended relevant SEND training. Staff have the opportunity to attend training from outside agencies when necessary. Teachers, teaching assistants and other staff have an ongoing internal CPD programme. Training has been given to staff on meeting the needs of children with ASD this includes specific sensory processing training, bespoke PECS training for children who are non-verbal. All staff across the school are provided with relevant training linked with the children who they support. Training can also be arranged when required with the focus of the needs of the pupil. The school works closely with external agencies who give advice and support to teachers and support staff.

13. What equipment and facilities are available to support children with SEND?

The school is equipped with a range of facilities to support children with SEND. The entrances are all on a ground floor level with no steps or ramps. There is a disabled toilet that is located near to the office and another located in Key Stage 2. Some of the children's toilets have been adapted to suit the needs of individual pupils to become more accessible.

The playground is fully accessible for all pupils with footpaths being tarmacked to support those using walkers or wheelchairs.

Advice is sought from external agencies and professionals such as occupational therapy, physiotherapy and IPaSS. From the advice of these professionals, specialist equipment is purchased to support pupils with physical needs.

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

Parents of children with EHCP's are invited to annual reviews and encouraged to contact the school in between reviews if adaptations need to be made to the EHCP during the year.

APDRs are reviewed termly by the class teacher with guidance from the SENCO. Parents are invited and encouraged to contribute to their child's education to discuss these reviews and comment on targets with the class teachers.

All children on the SEND register have a one-page profile which is completed with input from parents, professionals, school staff and the pupils.

Parent's evenings are scheduled termly to speak with the teacher and meetings are held if any concerns regarding the children's progress and achievement.

Discussions between parents and teachers occur regularly and are noted down. These are recorded on CPOMS and monitored by the SENCO.

15. What are the arrangements for consulting and involving children with SEND in their education?

All pupils with SEND complete a one-page profile which takes into account the child's likes and dislikes, interests and friends. The child is also involved in the review process and the opportunity is available for the child to comment on the targets and review process. This enables the individual to feel that they have more

control over decisions about their support. SMART targets are used to show progress in small steps and pupils are involved in discussions when teachers consider they have achieved targets or levels through their work.

Prior to professional meetings, the children have the opportunity to express their views by completing a pupil questionnaire.

All aspects of the intervention sessions will be explained to the child and discussions enable individuals to feel that they have control over their support.

Where resources are being purchased the personal budget of a pupil with an EHCP is used, the child and parent may be involved in the decision-making process. This can be with a professional trying a range of resources and the pupil choosing which they prefer or discussing what the child needs in order to access the curriculum further.

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

We are committed to providing a provision that is safe, accessible and in the best interests of the child. As a school we refer to external professionals and act upon advice and support that is given. We believe that the best way to support parents and children with SEND is to listen to what a parent has to say and to respond to their concerns. We encourage parents to contact the school about their concerns at the earliest opportunity. We have an open-door policy and invite any parent to contact the class teacher or the SENCO to discuss the provision that is in place to support their child.

Should the need arise for a parent to make a complaint about the SEND provision, please contact the Assistant Principal for the phase in the first instance. The Assistant Principal, SENCO and Principal can be contacted through the main school office. The final contact for complaints is the SEND governor. To contact the governor a letter can be submitted through the school office. The SEND governor will then refer to the complaints procedure and address the issue. Parents can request a copy of the complaints policy which clearly states the procedures for making a complaint to the governors.

As a last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here: http://www.ofsted.gov.uk/schools/forparents-and-carers/how-complain, or by phone on 0300 123 4666.

17. How does the school work with other agencies to support the child and families?

Where Griffin has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider or other professional support or voluntary organisations. This may include

- Educational Psychologists
- Speech and language support
- Northcott outreach (ASD support)
- SLD outreach (Tweendykes)
- IPaSS – Intergrated physical and sensory service.

- Sensory Processing
- Downright Special
- EHASH/Social care/Early help/Family help team
- CAHMS for mental health needs
- Whitehouse PRU
- Bridgeview School
- Steps to Success outreach
- School nursing team
- Pet Respect
- The Best You Therapy
- Advotalk

18. What local support is there for parents of children with SEND?

The school works closely with a range of professionals that support parents throughout the education process. Some of these agencies include:

- KIDS –Hull independent support
- KIDS – Hull SEND sleep service
- KIDS – Hull Special Educational Needs and Disabilities information Advice and Support Service (SENDIASS)
- KIDS – Parents Forum
- KIDS – Hull Inclusion and Behaviour Support service
- IPASS
- School Nursing Team
- Early Help

19. What are the school's arrangements for supporting children with SEND when they join the school and moving to next stage of education, if this is secondary or special school?

Meetings are held between the SENCOs of the primary and secondary schools to transfer information and levels of support. Meetings also take place between the Year 6 teaching staff and the Head of Year 7 to discuss pupils and transfer strategies used successfully. Within these discussions, the support needed for the child to ensure smooth transition is agreed.

We endeavour to arrange regular opportunities within the Summer term for a selected group of children to attend the secondary school as part of an early transition process.

When a child with SEND starts within nursery or foundation stage a home visit will take place, including the SENCO, and a transition plan will be put in place with the parents. When moving to another school we contact the previous school and in particular contact the SENCO of the previous school in order to share previous arrangements and support that has been used. The SENCO will also arrange to visit the children in their current setting before the move takes place.

Records are to be transferred between schools within a 2-week deadline. When moving classes through school, transition meetings are held within school with the new class teacher. Teachers share a transition document with the next teacher. Transition books are created as a visual support and used to explain the changes that the pupil might face. There are also visits made to the next teacher and classroom.

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

Hull Local Offer link: Home – Hull SEND Local Offer