

Grangewood School Statement of Provision and SEN Information Report 2024-25

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1	September 2024	Replaced previous Admissions Policy and Local Offer documents

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

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1. Introductory statement

Grangewood School is part of the Eden Academy Trust, a multi-academy trust of special schools. At the Eden Academy Trust we specialise in meeting the educational needs of children and young adults with a range of learning disabilities including those who are autistic and those who have physical or sensory needs. - [Home - The Eden Academy Trust](#).

2. Admissions to the School

Grangewood School is a primary school providing 135 places for children of both sexes in the age range 3 - 11 with a range of learning disabilities including those who are autistic and those who have physical or sensory needs.

For a child to be admitted, the school must be named, by a Local Authority (LA), in the child's Education Health and Care Plan (EHCP).

Parents wishing their children to benefit from our provision should request their LA to name our school in their child's EHCP.

A LA can also refer a child to the school¹ to be assessed for an EHCP plan or following a change in the child's circumstances for his or her needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks set out in the [SEND Code of Practice](#). Children being assessed for an EHCP will be dual registered and return, full time, to their mainstream school if the LA decides not to issue an EHCP.

For further information on our school, and the process for obtaining a place here contact Grangewood Admin team on 01895 676401 or Hillingdon Local Authority SEND Team. [SEND local offer - Hillingdon Council](#)

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Other school policies and further information can be found via these links:

- [School website](#)
- [Trust website \(The Eden Academy\)](#)
- [Single equality policy](#)
- [Our curriculum](#)
- [Complaints policy and procedure](#)
- [Safeguarding & child protection policy](#)

3. Appeal arrangements

The SEND Code of Practice entitles parents to appeal to the SEN and Disability Tribunal if their referring LA refuses to name their school of choice in the EHCP or the named school refuses to offer a place.

¹ To refer a child in this way requires the agreement of the school's home local authority (if the school is in another local authority area), the school and the child's parents, or the student when he or she is a post 16 student.

Grangewood School, as part of The Eden Academy Multi Academy Trust, will always ensure that parents and the commissioning LA are kept informed when the school is considering refusing an admission. The school will be clear with both parents and the LA about the reasons underpinning a potential refusal which, by law, must relate directly to the suitability of the placement for the age, ability, aptitude or SEN of the child or young person, or to concerns that the placement would be incompatible with the efficient education of others, or the efficient use of resources

Where a parent is unhappy that the school is considering refusing admission, the school, Trust and LA will consider any reasonable steps that could be taken to address identified concerns before a final decision is made. Parents must be informed that if they wish to appeal, the grounds for an appeal must be set out in writing.

4. Funding of places

Local Authorities commission and fund places for pupils at the school based upon identified needs established through a Multi-Agency Statutory Assessment that are costed and recorded in an EHCP.

The Education & Skills Funding Agency provides some core funding for an agreed number of planned places, but it is commissioning Local Authorities that are responsible for ensuring that funding is appropriately matched to needs identified in EHCPs.

Appendix: SEN Information Report

Introduction to the School

Grangewood is a special school in based on three sites;

The main school is temporarily situated at Grand Union Village School in Hayes, and the second setting is on Dene Road in Northwood at Sunshine House Specialist setting. As well as this the Eden Academy have established a temporary satellite provision at Pinkwell Primary School to support the capacity at the main site of Grangewood. This helps to meet increasing local demand for special school places for children and young people aged between 3 - 11 with learning disabilities including those who are autistic and those who have physical or sensory needs. All pupils have a degree of special educational needs and as such have an Education Health Care Plan (EHCP).

All classroom based staff have relevant, appropriate qualifications. All have specialist training in a range of SEND. A wide range of professionals support pupils' education and well-being at school. By promoting the highest standards of teaching and learning, and working with the families of our children and young people, we ensure that the child is at the core of all we do.

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What is the purpose of this SEN Information Report?

The SEN Information Report has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents/carers, and service providers in its development and review

This report reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the [Special Educational Needs and Disability Code of Practice 2015](#).

This report also reflects the duties set out in the [Equality Act 2010 for meeting the needs of pupils with disabilities](#).

How does a child get a place at the school?

All pupils will have an Education Health Care Plan (EHCP) in place prior to admission. Applications are made through the EHCP review process, and dependant on the schools' ability to meet the individual child's needs.

Parents are welcome to contact their local authority if they wish to seek a place for their child. The Headteacher invites parents / carers, if they have not already done so, to make a visit to decide whether the school provides a suitable placement. The child will also be invited to the school or will be assessed at home by a member of the Senior Leadership Team.

What type of placement is available at the school?

We admit children as young as 3 years old on a part time basis. Children are offered a full-time place at the school in the term after their fourth birthday.

Children join the school throughout the school year, if a place has been agreed and there are spaces available. Most children attend once the EHC plan has been finalised and agreed and the school has been named on the EHC plan.

If there is a pressing need, i.e. if a child is new to the borough, is not in any kind of provision, or if it has not been possible to determine the setting that would best suit the child, it is possible to arrange an assessment place at the school. This does not automatically guarantee a place at the school once the assessment period is over.

How much support will my child receive?

All pupils are taught in learning hubs. These are a secure base for teacher directed sessions and social group-work. Learning hubs are organised into relevant key stages. A learning hub will include approximately 20 pupils with 2 teachers, 1 Higher Level Teaching Assistant (HLTA) and 9 qualified and experienced Teaching Assistants (TAs). The pupil to staff ratio is never less than 2:1.

Organisation of these learning hubs, helps to ensure that all pupils receive an appropriate balance of whole class, small group, and individual teaching. Many of our pupils are assessed as needing one or more of our therapies; occupational therapy, physiotherapy, speech and language therapy, creative therapy (music, drama, dance, and movement). The school employs its own educational psychologist (on a consultancy basis) who assesses children on school request and offers advice on strategies. Vision and hearing specialists, paediatricians and other health experts work in partnership with the school.

At Sunshine Houses pupils with sensory impairment and additional needs are supported by qualified teachers for visual impairment (QTVI) and qualified teachers for multi-sensory impairment (QTMSI).

How accessible is the school?

Both the Grangewood@GUV and Pinkwell sites are all on one level with easy access to all areas.

At Grangewood@GUV and Pinkwell the learning hubs are all well-equipped and have dedicated spaces for different learning sessions. Each learning hub has a flexible activity space which is also used for snack and lunch times. Each learning hub has small group rooms and quiet spaces. Each area has immediate access to the playground area as well as internal courtyards.

There are several specialist teaching areas, including a Food Technology room, library spaces, and dedicated art and music spaces, and at Grangewood@GUV the majority of rooms have ceiling hoists and there are enough mobile hoists for all children who need to use them.

At Sunshine House most classrooms are situated on one floor with immediate access to outdoor spaces. There is lift access to other areas of the school. There are additional tactile signage and location markers to support pupils with their orientation given their sight loss. Sunshine House site is also light and spacious with large well-equipped classrooms and a number of specialist teaching areas particularly designed for those children with visual impairment.

All sites are secure are safe and secure. Each site has an entrance system to ensure pupils are kept safe.

What resources are available at the school?

We have a wide range of facilities that all pupils have access to including:

- purpose built play spaces for most classrooms with safety surfacing and appropriate equipment
- a large communal playground with safety surfacing and space for bikes and other large equipment
- sensory gardens and areas
- I-Lab (sensory room)
- dedicated therapy rooms and spaces e.g. speech and language, art and music therapy, physical therapy and development, sensory integration area
- use of a hydro pool for water-based learning sessions
- purpose built learning spaces, most with quiet rooms and with interactive whiteboards
- minibuses for social training and other educational visits
- hall with sunken trampoline for rebound therapy

How do children travel to the school?

Most of our pupils are eligible for free home to school transport, which is provided by their Local Authority.

Pupils may travel on a minibus or a taxi with other children from their locality. In addition to a driver, pupils who travel on home to school transport have an escort who is employed to support the children throughout their journey.

Pupils that live nearer to the school are often brought to School by a parent.

For Hillingdon pupils, further details regarding home to school transport including eligibility can be obtained from School Transport Department on 01895 250 008.

[School transport for children and young people with SEND - Hillingdon Council](#)

Telephone and contact details for other local authorities will be available on their websites.

What specialist services are available at the school?

A wide number of professionals work in school each week to support our pupils' health, wellbeing and education. These include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse
- Health Care Assistant
- Specialist Teachers for Hearing Impairment, Visual Impairment and Multisensory Impairment.
- Specialist Teachers for Autism
- Music Therapist
- Drama therapist
- Creative therapist
- Dance and Movement therapist

What will my child learn at the school?

We provide an enriching curriculum which is broad, balanced and appropriate to the needs of each pupil within the school. We provide key opportunities for pupils to experience, develop and consolidate a range of skills and knowledge that they may use to enhance their lives. At the same time, the curriculum does support their developing character and well-being to ensure they thrive in every situation in which they may find themselves in future. The curriculum must therefore be flexible enough to meet the different needs of every individual in an ever-changing school population, whilst laying the key foundations for the next stage of their lives, providing every opportunity for them to learn and achieve and their fullest potential.

Specialist approaches are used to support pupils' learning, and these include:

- a sensory pre-formal curriculum for pupils who are not yet engaged in subject-specific learning
- a semi-formal curriculum for pupils who are ready to encounter aspects of more formal, subject led learning
- a formal curriculum that stretches and challenges pupils who have made significant progress, preparing them for transition to an alternative setting.
- sensory diets and sensory regulation programmes for pupils with ASD
- social skills programmes including relationships sex health education (RSHE) as appropriate to our pupils
- life skills training
- visual timetables
- PECS
- TEACCH
- a total communication approach using signing and visual approaches with objects of reference, photos and symbols
- alternative augmented communication approaches
- individual, small and whole group work.

How will I know what progress my child is making at the school?

Assessment at Grangewood School provides a holistic opportunity to celebrate the progress made by all learners.

Within our basket of assessment, there are four distinct tools used to measure progress: The Cherry Garden Framework, EHCP Outcomes, Personal 'MAPP' Targets, and Learner Progress Meetings. We also use the Statutory Assessment tools when they are suitable for our children, such as Engagement profiles and phonics screening. The Tapestry online learning journal provides a secure and accessible platform for all staff and parents to access the Cherry Garden assessments. We also publish annual reports to parents at the end of each academic year to share developments over the year

How we evaluate the effectiveness of SEN provision?

At each pupil's Annual Review Meeting the educational outcomes on their EHCP are discussed and updated if needed. During this review, teachers share with parents the new set of targets that their child will be working towards in the following months. Progress against both statutory and non-statutory assessments are provided within the annual review paperwork each year.

Children Looked After with SEN

The designated teacher for Looked After Children is a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The LAC Teacher promotes the educational achievement of every looked-after and previously looked-after child on the school's roll. This involves, working with Virtual School Heads to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

Emotional well-being is paramount to us, and we take great care to ensure that all of our pupils have positive learning experiences throughout their time with us.

How will my child's health and well-being be supported?

Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of Spiritual, Moral, Social and Cultural experiences during their time at school.

We share our Social and Emotional Learning policy annually. The emphasis is on a holistic approach towards dealing with difficult feelings and challenging behaviour, using a positive, proactive approach. We also share any positive handling plans we have for your child with you, enabling an informed and consistent approach at home and school.

Children are referred for creative therapies – music, drama, dance and movement, and these are proven methods of improving and enhancing children's wellbeing, confidence, self-belief and interpersonal skills

We hold regular meetings with professionals working in the school - educational psychologists, OT, physical and creative therapists and school nurse, to discuss any children about whom we have concerns. We also liaise regularly with professionals from other agencies- Social Care and Health in particular, to ensure the best possible outcomes for children.

Our school nurse is a regular visitor to pupil's homes and will offer a huge amount of practical advice on issues such as toileting, diet and sleep.

Our Family Services Coordinator regularly visits pupils home at to offer practical advice on behaviour strategies, and connect families with social services, CAMHS and other support groups, as well as offering parenting courses, a resource centre and after school and holiday clubs.

All settings have access to a School Nurse, and Health Care Assistants to support with medical needs.

What training do staff at the school have?

All teachers are fully qualified or are undertaking a recognised teaching qualification course. Some teachers have additional qualifications specific to the education of children with additional learning needs including Masters in Autism, Multisensory Impairment and Specific Learning Difficulties and Dyslexia.

In addition to this, Sunshine House have staff trained as Qualified Teacher of Visual Impairment (QTVI) and Qualified Teacher of Multi-Sensory Impairment (QTMSI).

All staff have undertaken safeguarding training which is regularly updated. This is a requirement when staff first start at the school. All staff have an enhanced DBS check.

Most of the staff are Team Teach trained. Team Teach is a holistic approach to behaviour management. We have a trainer in school who regularly trains new staff and offers refresher courses to existing staff.

We have two trainers in school for manual handling. They offer a three-module training programme and all staff involved in any manual handling are required to have trained to the appropriate level.

The Occupational Therapist and the Speech and Language therapist run a group each throughout the year, enabling each class to have a Physical Development rep. and a Speech and language rep. These members of staff, usually TAs, will have additional expertise in these two vital areas.

How does the school support families?

There is a wide range of support for families including:

- regular coffee afternoon for parents with workshops and talks on a range of topics
- opportunities to meet with the therapists in school if your child is in
- excellent home school liaison using link books and follow up telephone conversations with teachers
- termly more formal consultations with teaching staff
- Sibling group course – for the siblings
- Support from the Family Services Team with issues around direct payments, DLA allowance etc.
- An active PTA
- Social and fund-raising events throughout the year.

We have a Family Service team that support all three sites. They offer after school club, Saturday club and holiday club.

What links does the school have with the local community?

All three sites work with their local community to ensure positive relationships. We visit the local parks, swimming pools, sailing club, local stables.

What careers advice will pupils receive?

Pupils in all three settings learning about the various job roles and 'people who help us' to start the preparation for careers advice when they go to secondary school.

What activities are available to children outside of the school day?

Family Services offer after school clubs which includes the use of the hydro pool, Saturday Clubs where there is access to various places including Thames Valley Adventure Playground, and Holiday Club – Easter and Summer.

There are limited spaces on these so places are not guaranteed every time.

How will the school support my child at times of change?

With so many of our pupils being autistic or neurodiverse, transition and dealing with change are often at the forefront of our thinking. We have a clear set of transition rules to help us to support children going through changes, however big or small. There is a huge emphasis on clear communication, visual cueing systems, countdowns and schedules, information sharing and, above all, time for the child to understand, accept and possibly anticipate what is about to happen.

Children moving Hubs at the end of the school year are thoroughly prepared for the change, and there is an opportunity for them to spend some time in the new class before the new term. Children starting at the school are often given a staggered start or reduced hours initially, if appropriate

Within the Trust we have strong links between the schools. If it is felt that a child will benefit from a move to another school within the Trust, this will need to be negotiated with clarity, integrity, and transparency. All parties i.e. local authority, parents, child, receiving school, need to be willing for the transition to take place and it needs to be clear that the child's best interests will be served by the move.

Pupils will have the chance to spend some time in the receiving school with trusted adults before the change takes place. Parents will of course have had the opportunity to spend some time in the new environment before they give their consent. There will always be a meeting of professionals prior to the move to give and receive information.

What might my child do when they leave school?

We begin to consider secondary transition at a child's Year 5 review. Attendance is vital at this meeting. This review is attended by an SEN Officer from the local authority and the process is explained, together with dates by which any preferences need to be declared. Parents are usually encouraged to start looking at possible schools as soon as possible; especially if they feel that they should be considering specialist provision other than SLD.

Who was consulted about this Policy and SEN Information Report?

The document has been consulted upon with Trustees, the Local Advisory Board, staff and representatives from the local community.

What can a parent do if they feel that offer is not being delivered or if their child's needs are not being met?

Please contact the Headteacher at Grangewood School

How will this policy and SEN information report be reviewed?

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, Dene Road Committee, parents and staff will be invited to take part in this process

Who can I contact for further information about the school?

If you require any further information for Grangewood or Pinkwell, please do not hesitate to contact the Grangewood School office on 01895 676 401 or email info@grangewood.hillingdon.sch.uk Or Sunshine House Office on 01923 822538 or email shsadmin@sunshineshouse.ac.uk