South Grove Primary School

Special Educational Needs & Disabilities Information Report

Last Reviewed	October 2025
Ratified on	November 30th 2026
Review	October 2027
Signed by Chair of Governors	

Our vision:
At South Grove Primary School, we aim to provide a child centred approach to learning within a nurturing, and inspiring environment. We aim for our children to become independent, innovative and reflective. We aim to nurture and support all abilities and recognise the uniqueness and aspirations of all members of our school family.

Every member of our school community is valued, listened to, supported and given skills and opportunities to develop and be the best they can be. We aim to make a difference to the lives of our community and prepare our children for the world around them.

Our Deputy Head Teacher for Inclusion is Tara Welch who can be contacted on 020 8802 6670.
The school SENDCO is Claudia Rutigliano who can be contacted on 020 8802 6670.

Support we offer for children's health and general wellbeing:

South Grove Primary School is committed to promoting health and wellbeing and we do this in a number of ways:

- Hope in Haringey counselling and community links
- Mindfulness activities in class – e.g. relaxation and calming strategies
- Care Plans for individual medical needs which are reviewed by the Inclusion Lead and School Nurse
- Medical Lists for every class, detailing specific needs, with instructions for medicines, allergies etc.
- Regular school nurse visits
- Photographs of children with food allergies are displayed visually for all staff, including kitchen staff.
- Breakfast club
- Liaison with the Educational Psychology Service

How we know if a child has Special Educational Needs:
All children are different and have their own unique needs, and we recognise that some children may require additional support alongside quality first teaching, in order to achieve and progress. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practise, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process.
There are other factors that may impact on progress and attainment that are not considered SEN:

- ***Disability***
- ***Attendance and punctuality***
- ***Health and Welfare***
- ***English as an additional language***
- ***Being in receipt of pupil premium***
- ***Being a 'looked after child'***
- ***Being a child of a serviceman or service woman.***

Any concerns relating to a child's behaviour, may be an underlying response to a need which would require identifying through joint work between the school and the parents.

According to the SEND Code of Practice: 0-25 years (2015) the four categories of Special Educational Needs & Disabilities (SEND) are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, Emotional and Mental health difficulties**
- **Sensory and/or physical needs**

Some of the ways we identify SEND are by looking at the following and seeing how the child compares to their peers as well as their previous learning or behaviour:

- A slower rate of learning compared to other children their age as well as their previous performance.
- Difficulties saying how they are feeling
- Difficulty in saying what they might want or need
- Friendship and social skills support
- Difficulties in managing their emotional wellbeing.
- Sensory needs
- Poor motor skills – with co-ordination or balance e.g. running, jumping etc. and with more specific movements eg holding a pencil, cutting paper etc.

Initial concerns are shared through conversations with parents and teachers. Classroom observations are completed to ascertain the needs of the child. Children are also encouraged to discuss what they think they find challenging with their learning and supported to use strategies that promote progress.

How do we teach children with SEND at South Grove Primary School?

Adaptive Teaching	**Specific interventions**	**Rainbow Room provision**	**Children with an EHCP**
All children with special educational needs at South Grove Primary are taught alongside non –SEN children. All teachers are required to ensure that lessons are designed for all children in the class to 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, are invited to work to achieve different learning goals, within the same lesson. Every class teacher is involved in planning, monitoring and providing support for pupils within their class including children with special educational needs.	Short-term interventions may be offered to children who are still struggling to grasp concepts or have a specific need that is addressed alongside their learning. Phonics groups are run daily for Early Readers in KS2 Interventions can be delivered by Teaching assistants, learning mentors, outside agencies such as speech therapists or LSAs depending on need. Interventions normally last for 6 weeks at which point progress is assessed to decide next steps.	For a small minority of children, access to a mainstream curriculum may be challenging. These children will be supported to engage with a 'personalised curriculum' that considers the child's learning approaches and developmental needs. Our Rainbow rooms run across the school based on individual needs. Wellcomm and Talk boost interventions are also taught in Rainbow rooms by a Specialist SEND Teaching Assistant.	In the interests of best practice, children with ECHPs (Educational Health Care Plan) will not be allocated a dedicated 1:1 support. Instead they will be supported in 1:2/ 1:3 situations to promote and develop peer relationships. This approach is intended to minimise 'child/adult dependency' and seeks to ensure development of core life skills. Children participate in small groups to address their targets set in their EHCP. All EHCP children have a special book which documents a range of strengths and achievements.

What happens if a child needs more specialised support?
If, after a thorough Assess, Plan, Do, Review cycle of **at least a term**, we decide that the child requires support from outside the school, we will invite parents into school to discuss next steps. This may be a referral to the paediatric team at St. Ann's Hospital, the Speech and Language Therapy service, Occupational Therapy or CAMHs (Child and Adolescent Mental Health Services). This may also involve gathering evidence to apply for an assessment for an Education, Health and Care Plan.

Specialist external services we access when we think extra help and advice is needed:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapy
- LAST – Language and Autism team
- CAMHS (Child & Adolescent Mental Health Services)
- Hope in Haringey
- The Markfield Project
- Early Help – Family Support Workers
- Social Care where appropriate
- CARIS
- Mental health Support Team practitioners
- School Nurse Team
- Vision and Hearing impairment team
- Haringey Paediatric team
- Child Development Centre

Monitoring and Evaluation of SEND
The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEND. This is done through scrutiny of data related to the achievement of pupils with SEND, work scrutiny and observation. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant data as part of the Governing body's process of monitoring the effectiveness of the school's SEND Information Report.

How the effectiveness of provision is evaluated?

The key responsibilities of the SENCO are taken from the SEND 0- 25 Code of Practice (2015 – p108) and include:

- Overseeing the day-to-day operation of the school's SEND Policy and Information Report. Coordinating provision for children with SEND.
- Liaising with the relevant Designated Safeguarding Lead (DSL) where a looked after pupil has SEND.
- Advising on the graduated approach to providing appropriate SEND support.
- Liaising with parents of pupils with SEND.
- Liaising with Early Years providers, other schools, Educational Psychologists, health, and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and smooth transitions are planned and implemented.
- Working with the Head Teacher, Deputy Head Teacher for Inclusion and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Staff Training
Staff are regularly kept informed of any initiatives relating to Special Educational Needs. Previous training has included:

- Little Wandle Phonics Scheme
- Talk for Writing
- Communicate: In Print (using symbols to help comprehension of language) - Wigit online
- Talk Boost (encouraging speaking in full sentences, listening to information, organising ideas etc.)
- Wellcomm
- ~~Setting up and running of Social Skills groups to help children get on with each other~~
- Language group training
- Safeguarding training
- Prevent training
- Annual Auto Injector Pen, Asthma and Epilepsy management training
- First Aid training
- Attachment and trauma informed training
- Training to provide strategies to support children with Autism
- ILP (Individual Learning Plan) training
- ELSA training (Emotional Literacy Support Assistant)
- Emotionally Friendly Classrooms training

How parents and families are involved in school life:
We see parents and families as partners in the lives of our children and as such, endeavour to involve them as much as possible in our school life. Examples include:

- 3 x review meetings for SEND Support children (Children are encouraged to take part in reviews where this is deemed appropriate)
- 1 x EHC Plan Review a year
- Parent Coffee mornings
- Weekly newsletters
- Meet the teacher sessions at the beginning of each school year
- Discussions with the class teacher
- During parents' evenings for all SEND children
- During discussion with other professionals.
- Daily discussions with parents on progress of EHCP children

When a parent does not speak English, they are welcome to bring along a friend or family member to translate for them.

How we prepare children for joining and leaving our school:

When children with SEND join the school, we encourage the family to meet with someone from the Inclusion Team to discuss the provision needed. In addition to this, we liaise with the previous school or setting to find out as much as possible about the child as possible.

For those children moving on to Secondary School, we will liaise with the new school to ensure provision is in place for them, and prepare children through workshops to help them get ready for the transition.

Transition lessons are delivered to support children in moving to secondary school. Mid-year transitions are also provided for children who need extra support with the upcoming change.

Any child with an EHCP joining our school must contact the Haringey SEND department in Wood Green (0208 489 1913) and begin a formal consultation. Children with an EHCP are not admitted through Haringey Admissions.

Including children in activities and school trips
Trips and visits are an integral part of learning and we believe that every child has the right to access them. Sometimes, in order to ensure the health and safety of a child, we may request that a parent or carer accompanies them, but we understand that this is not always possible. In this instance, we will try to allocate an adult from within the school to accompany the child in a 1:1 supporting role, and will work to make reasonable adjustments for them.

Accessibility at South Grove Primary School:
South Grove Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 about disability and to developing a culture of inclusion, support, and awareness within the school.

South Grove Primary School is a large building set across 2 floors. We have wheelchair ramps into the school, but access to the top floor is via stairs only. If possible, reasonable adjustments will be made to integrate children into the school where learning occurs downstairs.

Please see the School's Accessibility Policy and Plan on the school website. The Accessibility Plan is structured to compliment and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Medicines
All medicines are stored in the classrooms. Care plans are also kept here, and updated when needed. All classes have care plans for their children in their classroom. Auto Injector pens and Asthma Inhalers are kept in yellow bags in the child's classroom within easy reach if needed in an emergency. We also have emergency asthma and anaphylaxis treatment kits. (Asthma inhaler and Auto Injector pen training).

Accidents
All accidents are logged and, if resulting in head injury or something of a serious nature, parents are contacted by telephone.

Who to contact for more information or to discuss a concern:
If you want to discuss anything about your child, your first point of contact is always the class teacher.

If you wish to discuss anything relating to SEND, please contact any of the people listed on 0208 802 6670.

- **Tara Welch, our Inclusion Manager and Deputy Head Teacher.**
- **Claudia Rutigliano, our Special Educational Needs & Disabilities Co-ordinator (SENDCo)**

For further details of what Haringey as a Local Authority can offer, please visit their local offer:

SEND

Complaints
If you are not satisfied with the SEND provision at South Grove Primary School, please follow the complaints procedure -details of which can be obtained from the school office.