

SEND Policy and School Information Report
Grand Avenue Primary and Nursery School
Agreed by Governors Autumn 2024
Next review Autumn 2025

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1. Context and Aims

Grand Avenue Primary and Nursery School is a 3 form entry community school catering for children from 3 – 11 years old with 670 children currently on role. The SEND team consists of:

- Inclusion Lead (SENCO)
- Early Years SENCO
- senior higher level teaching assistant (HLTA)/ Advisory Assistant for Inclusion, who has a specialism in ASD and provides ASD outreach to other Kingston schools,
- Teacher for SEN

Our SEN policy and information report aims to:

- Set out how our school will identify, support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for, and supporting, pupils with SEN

Admissions statement

Grand Avenue Primary and Nursery School welcomes pupils with a variety of additional needs, including children with ASD in the Enhanced Specialist Teaching Arrangement (ESTA). These pupils are allocated a place at the school through the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan are considered on the same basis as those without SEND and do not discriminate against or disadvantage disabled children or those with special educational needs. They will follow the usual school admissions procedures.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The Local Authority will consult with the school to see whether the school is able to meet the child's individual needs. If the school is able to meet the child's needs then a plan to support the child starting at Grand Avenue Primary and Nursery School is agreed.

2. Legislation and guidance

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

3. Links with other policies and documents

This policy should also be read in conjunction with the following policies, Anti Bullying, Assessment, Behaviour, Equal Opportunities, Safeguarding, Child protection, Home Learning, Medical needs, Parental Complaints, Restraint and Restrictive Intervention, Disability, Accessibilty, Personal Care, Mental Health and Wellbeing

4. Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

5. Enhanced Specialist Teaching Arrangements for pupils with Autistic Spectrum Disorder (ASD)

Grand Avenue Primary and Nursery School has enhanced specialist teaching arrangements for pupils with Autistic Spectrum Disorder (ASD). The enhanced specialist teaching arrangements (ESTA) or enhanced provision provides extra support for pupils with autistic spectrum disorders in the school from specialist SEND teachers who support staff alongside mainstream classroom teaching. Pupils are included in the usual school roll, within the normal admission number. The Inclusion Manager is the person responsible for the provision and will carry out the work of the specialist teacher, alongside the HLTA. The specialist teacher's role is to provide advice and guidance to the whole school staff and to provide some direct support to individual pupils.

The enhanced provision means that most children with special educational needs can be taught in mainstream schools and provide more local provision for children and families reducing the need for long distance travel. It also means that the school will have greater capacity through well planned and long term investment in staff development and training and can provide outreach to other schools. A maximum number of eight pupils with an EHCP can be supported within the provision, with no more than 2 pupils per year group. The ESTA supports two profiles of children - some will have moderate learning difficulties and others cognition broadly in the average range with some anxiety related to their social communication needs Other pupils may also benefit from the provision but will not be named as part of the provision.

6. SEN information report

6.1 The kinds of special educational needs for which provision is made at the school.

At Grand Avenue Primary and Nursery School we have experience with and will endeavour to make provision for every kind of frequently occurring special educational need;

Communication and interaction, for example, Autistic Spectrum Disorder (ASD), speech and language difficulties

Cognition and learning, for example, dyslexia, moderate learning difficulties

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), behaviour difficulties, attachment difficulties

Sensory and/or physical needs, for example, cerebral palsy, visual impairments, hearing impairments, epilepsy, diabetes and dyspraxia,

When a pupil has a higher level of need an Education, Health and Care plan may be required. The school currently meets the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational need: ASD, speech and language, ADHD, dyslexia, Cerebral palsy and attachment difficulties.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

6.2 Identifying pupils with SEN and assessing their needs

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support include social skills groups, speech and language groups, phonics groups, narrative groups, pre/ post teaching and sensory circuit activities.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, class teachers would raise a concern with the SEN team who decide on appropriate next steps. In consultation with parents, strengths and weaknesses are identified through the graduated approach (Assess, Plan, Do, Review model) and used to identify an appropriate individualised intervention programme. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need and they will receive SEN support. These pupils' needs are identified using the 2014 SEN Code of Practice which outlines the 4 areas of special educational need are; Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and Physical.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan, reviewed regularly, and refined / revised if necessary. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and the pupil will stay on the SEN register at the level of SEN support. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs and removed from the register. We regularly review the impact of the additional support in place through analysis of tracking data and review of targets set. We follow the Assess, Plan, Do, Review model in our interventions.

6.3 Assessing and reviewing the progress of pupils with special educational needs

At Grand Avenue Primary and Nursery School all class teachers and the senior management team monitor the progress of all pupils regularly to review their progress. Pupils with special educational needs will also have their progress regularly monitored, following the assess, plan, do, review model – in order to inform targets and to measure small steps of progress.

Whatever the level of the child's difficulties, the key test is how far their learning needs are being met is whether they are making adequate progress. The SENCO and Inclusion Manager work closely with the School's Assessment co-coordinator, using whole school tracking data as an early intervention indicator.

Adequate progress is measured against one or more of the following:

- closing the attainment gap between the child and their peers
- preventing the attainment gap widening
- matches or betters the child's previous rate of progress
- demonstrates an improvement in self-help, independence, social or personal skills
- demonstrates improvements in the child's behaviour
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- ensures full curricular access

If the progress reviews do not show that adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

We use a number of methods to identify and track pupils with SEN. These include: termly parent meetings for all children on the SEN register; termly assessments; book looks and planning scrutinies; learning walks; pupil voice. We also use a range of assessments with all the pupils at various points. At Grand Avenue Primary and Nursery School we measure children's attainment and progress by referring to:

- their performance monitored by the teacher as ongoing observation and assessment
- their progress against the objectives specified in the National Curriculum for the pupil's age or against the engagement model or Foundation Stage Profile.
- their performance in standardised tests:
 - Yr. N and R Foundation Stage Profile
 - Yr. 1 Phonics screening
 - Yr. 2 Key Stage 1 optional statutory assessments/Phonics Screening
 - Year 4 Multiplication tables check
 - Yr. 6 Key Stage 2 statutory assessments

6.4 Consulting and involving pupils and parents

All parents of pupils at Grand Avenue Primary and Nursery School are invited to discuss the progress of their children 3 times a year and receive a written report at the end of the academic year. We will notify parents when it is decided that a pupil will receive SEN support. Parents of children receiving SEN support are entitled to longer termly meetings and a transition review. There is also the opportunity to meet with the class teacher and SENCO/Inclusion manager outside these times, annual reviews, and interim reviews as required. We are also happy to arrange meetings. In addition to this, parents of pupils with an Education, Health and Care Plan are invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. Parents will be actively supported to contribute to assessment, planning and review.

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted with and involved in the arrangements made for them as part of person-centred planning. Pupils' contributions are collected through a pupil voice – where a pupil works with a trusted adult and answers questions to gain their views on school and learning. Pupils with an EHCP may attend part of the annual review.

Some pupils also have a communication profile and again these are written in conjunction with the pupil and parent.

6.5 The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND Code of Practice, 2014)

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered'. (SEND CoP 6.34)

We work to ensure that our approach to teaching and learning is high quality and personalised to meet the individual needs of the majority of children/young people – quality first teaching. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

At Grand Avenue Primary and Nursery School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.' (CoP 6.11)

Grand Avenue Primary and Nursery School recognises that all teachers are teachers of children with Special Educational Needs and all pupils are entitled to a balanced, broadly based curriculum. Our SEND Policy and School Information Report reinforces the need for teaching that is fully inclusive. All staff at Grand Avenue Primary and Nursery School, including support staff, endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

In meeting the requirements of The National Curriculum Framework and Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. specific interventions, precision teaching, mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers and the SENCO/Inclusion Manager. Additional staff are employed through the funding provided to the school. This is known as 'notional SEND funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

Special Educational Needs is given a high profile in this school and the Staff and Governing Body are fully committed to the delivery of the code. The culture, practice, management and deployment of all staff and resources in school are designed to ensure the needs of all children are met. We value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for Learning so that they are able to achieve their maximum potential. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions. For children with medical needs that need medicines administered, please refer to the medical needs policy. For children that require personal care, a personal care plan will be written for that child outlining the support that will be required.

There is a range of pastoral, medical and social support available in school to effectively support children and families (please see section 6.11). We also work with a number of outside agencies, such as Educational welfare officer, physiotherapists, Educational Psychologist, occupational therapists, speech and language therapists, teacher for visually/ hearing impaired, social workers, family support workers, members of the Mental Health Support Team, Local Authority Advisory teams and parent partnership officers.

Pupils' attendance is closely monitored and we work with the Educational welfare officer to promote and increase attendance. Where a child is at risk of exclusion, Multiagency meetings are held with a number of key agencies and the parents in attendance with the aim at minimising the risks.

6.6 Adaptations to the curriculum and learning environment

The school environment is well adapted and accessible to suit a range of needs, including pupils with mobility issues. Pupils have access to: quiet rooms; a sensory room; intervention groups; adapted facilities (including ramps, a lift, hoists and changing beds); additional support for swimming; workstations in class; ear defenders; laptops, iPads and Kindles. Specialist equipment will be considered on an individual basis. In addition, some examples of adaptations we make to ensure pupil's needs are met include: differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson; Adapting our resources and staffing; Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font; differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For a small number of pupils, support is required at break and lunch times to ensure they are able to fully access these times of day successfully. Some pupils have 1:1 support or a significant adult supporting them.

6.7 Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources to support pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases, where pupils have an EHCP, a very high level of resource is required and 'top up' funding received from the Local Authority in which the child or young person lives.

Some families may choose to have a personal budget rather than the top up funding being fully delegated to the school. The Head teacher and the Local Authority have the final say in the use of the personal budget within the school.

6.8 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

At Grand Avenue Primary and Nursery School we value training and staff development to enable staff to support children with special educational needs. We carry out a whole school audit of needs and focus on areas that we want to develop as a whole school alongside our School Development Plan. We also look at individual staff needs as part of the Appraisal process and source training and support for individual staff members. For children with more complex needs, we ensure training is available for staff in meeting those needs. All teachers and teaching assistants have had access to the following awareness training:

- Supporting Children with ASD
- Mental health in Young Children
- Positive Approach to Behaviour Management – Zones of Regulation
- Introduction to Child Protection
- Clicker 8 training
- Child Protection

Individual/group staff training has included:

- Team Teach training in positive behaviour management
- Supporting children with eating, drinking and swallowing difficulties

Other training providers we can approach are: other schools such as special schools; Educational Psychologist; Speech and language therapists; occupational therapists, physiotherapists, support from the sensory impairment team and Local Authority Teaching and Learning Advisors.

6.9 How we evaluate the effectiveness of the provision made for pupils with special education needs with or without an Education, Health and Care Plan

Evaluating effectiveness will focus on the extent to which planned outcomes have been achieved by termly review of pupil's individual progress towards their targets following the Assess, Plan, Do, Review cycle and reviewing the impact of interventions. The views of the pupil, parents and staff will be taken into account. The assessment information from teachers will also show whether adequate progress is being made.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body via the named SEN Governor.

6.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All clubs, trips and activities offered to pupils at Grand Avenue Primary and Nursery School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. On school visits, reconnaissance and risk assessments are carried out and additional adult support is put in place (where required) to ensure access for SEND pupils. Parents have also supported their children on school trips to assist them in accessing the learning or activity. Parents have also been important in offering guidance to school staff on support the child may require, for example in the case of a wheelchair user at a farm or a child with ASD on a residential trip.

We have an extensive range of extra-curricular activities available to pupils at our school. Information about these clubs is available on the school website. Pupils with SEND are able to access these activities. In some cases additional adult support is provided or the club has reduced numbers to cater for the child's needs.

6.11 Support for improving the social, emotional and mental development of pupils with special educational needs

At Grand Avenue Primary and Nursery School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, circle time, assemblies, The Zones of Regulation and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we can also provide the following; access to a trained counsellor, support from one of the 3 trained ELSAs (Emotional Literacy Support Assistant), drawing and talking time with a trained member from the support staff team, significant adult role, group support – Cool Connections or ,external referral to Child Adolescent Mental Health Service (CAMHs), Emotional Health Service (EHS) and Education Inclusion Support Service (EISS), Educational Wellbeing Practitioner, Drama/ Art Therapist, time-out space for pupil to

use when upset or agitated (quiet room), a sensory room, PPG mentoring, bereavement support and social skill groups.

The school also uses individualised behaviour cycles, risk assessments and behaviour plans for a small number of children, agreed between the child, family, SENCO and Senior Leadership team. Behaviour plans encourage positive behaviour through reward systems and reduce negative behaviour through meaningful consequences. Behaviour and sanctions are set out in a graduated way. Behaviour that is deemed severe or persistent will result in an internal or fixed term exclusion. Plans are shared with pupils, parents and school staff.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately. Please also see Behaviour policy on the school website - <http://www.grandavenue.kingston.sch.uk/infocentre/policydocuments/Behaviour.pdf>.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. Staff receive training in effectively supporting pupils and a range of strategies are in place to prevent bullying. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community. Please also see Anti-Bullying policy on the school website – <http://www.grandavenue.kingston.sch.uk/infocentre/policydocuments/Anti-bullying.pdf>

6.12 The school's arrangements for supporting pupils with special educational needs in transferring between classes, phases of education or in preparing for adulthood and independent living

At Grand Avenue Primary and Nursery School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. In the early years, home visits are carried out and pupils will be observed in their nursery setting if appropriate. Where a child transfers from another school, the SENCO/Inclusion Manager will contact the previous school to discuss implications of transfer and support that will be required. Meetings with the parents and other professionals may also be arranged.

We also contribute information to a pupils' onward destination by providing information to the next setting. For children transferring mid-year or before year 6, the SENCO/Inclusion manager will contact the new school and discuss provision for the pupil. For children transferring at the end of year 6, there is a thorough transition process, which includes local transition days, transition lessons, circle times, additional visits to and from Secondary schools, new school staff invited to reviews and SENCO/Inclusion Manager transfer meeting.

When moving to a new year group, the school has a thorough transition process which includes; meeting the new class teacher, transition social stories and communication profiles for some pupils, an Inclusion folder and a separate transition information folder passed up. Transition plans can be tailored for individual pupils. Parents of pupils on the SEN register will also be invited to a transition meeting.

6.13 How the school involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

We work with a number of agencies to support staff, families and pupils. These include CAMHS, EHS, family support workers, school nurse, Educational Psychology, EISS and Early Advice and Intervention Panel (EAIP), Speech and Language therapist, teacher for the Visual/ Hearing impaired, physiotherapists, occupational therapists and the Local Authority. We are also able to signpost parents to services such as parenting courses, family support, parent partnership officers and parent support groups. In addition, we have;

- A Service Level Agreement with Educational Psychology service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the EISS and EAIP
- Membership of professional networks for SENCO e.g. NASEN, Optimus Education and SENCO forum
- School Nurse
- Support from Educational Welfare Officer

6.14 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Grand Avenue Primary and Nursery School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO/Inclusion Manager, Deputy Head or Head teacher in the first instance to resolve the issue, before making the complaint formal to the Chair of the Governing Body. See the Complaints Policy on the school website -

<http://www.grandavenue.kingston.sch.uk/infocentre/policydocuments/Complaints%20procedure.pdf>

6.15 The contact details of external support services for the parents of pupils with special educational needs

The Richmond-Kingston SEND Information, Advice and Support Service (SENDIASS), managed by the national charity Kids, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people. They can be contacted on

Freephone number: 0808 164 5527

Email: info@RKsendiass.co.uk

Website: rksendiass.co.uk

Parents can also access advice and services from the AfC local offer –

https://kr.afcinfo.org.uk/local_offer and parents without internet access should make an appointment with the SENCO/inclusion Manager for support to gain the information they require.

8. Roles and responsibilities including name and contact details

The Inclusion Lead (SENCO) at Grand Avenue Primary and Nursery School is Claire Fowler. She is a qualified teacher and is currently undergoing an National Professional Qualification (NPQ) for SENCOs. Claire has been SENCO at Grand Avenue Primary and Nursery School since September 2024.

The Early Years SENCO at Grand Avenue Primary and Nursery School is Katie Hempston. She is a qualified teacher and member of SLT and has been at Grand Avenue Primary and Nursery School since September 2022.

Claire Fowler and Katie Hempston are available on 0208 399 5344 or via email at sendteam@grandavenue.kingston.sch.uk.

Jenny Gresson is the SEN link governor. She can also be contacted using the above details.

This report contains information about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

This report was developed with parents/carers, representatives from the governing body and parent teachers association and parents of children with special educational needs. This SEND information report was published in September 2024 and will be reviewed annually.

Approved by the GB on