



Griffin Park Primary School

SEND Report 2025-26

| | | | | | | | | | |
|--|---|---|------------------------|---|-------------------------------|---|-------------------------------------|---|----------------------|
| <p style="text-align: center;">Our school</p> <div style="text-align: center;">  </div> | <p><u>Introduction</u></p> <p>Griffin Park Primary School is an inclusive school. We provide a broad, balanced and ambitious mainstream curriculum for pupils aged 3-11.</p> <p>We take safeguarding very seriously and all of our policies are developed with an emphasis placed on children’s safety and with regard to our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, this SEND report is linked to behaviour, anti-bullying, medical, curriculum, accessibility and equality policy.</p> <p><u>Background Information</u></p> <p>This SEND report complies with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. Inquiries about an individual child’s progress should be addressed at first to the class teacher since he or she is the person who knows your child best. Other enquiries can be addressed to Rebecca Tones – SENDCo. Please make an appointment with the school office if you wish to speak to your child’s class teacher or our SENDCo regarding your child’s progress or attainment.</p> | | | | | | | | |
| <p style="text-align: center;">Our SENDCO</p> <div style="text-align: center;">  </div> | <p>The SENDCo at Griffin Park Primary School is Mrs Tones, who can be contacted by telephone on 01254 57724, popping to the office and asking if she’s available or via the school email: office@griffinpark.blackburn.sch.uk. Our SEND governor is Sue Penman. Mrs Tones has completed her National Award for SEN Coordination (NASENCO). Whilst Mrs Tones is on maternity leave, Mrs Holden will be SENDCo.</p> | | | | | | | | |
| <p style="text-align: center;">Special Educational Needs</p> <div style="text-align: center;">  </div> | <p><u>Headlines from the 2014 Code of Practice.</u></p> <p>There are four broad categories of SEND:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td>Cognition and Learning</td> </tr> <tr> <td></td> <td>Communication and Interaction</td> </tr> <tr> <td></td> <td>Social, Emotional and Mental Health</td> </tr> <tr> <td></td> <td>Sensory and Physical</td> </tr> </table> <p>We have and continue to provide for children in all these categories of SEND.</p> |  | Cognition and Learning |  | Communication and Interaction |  | Social, Emotional and Mental Health |  | Sensory and Physical |
|  | Cognition and Learning | | | | | | | | |
|  | Communication and Interaction | | | | | | | | |
|  | Social, Emotional and Mental Health | | | | | | | | |
|  | Sensory and Physical | | | | | | | | |

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school-based category of need known as 'Special Education Needs and Disability Support' (SEND Support). All children are closely monitored, and their progress tracked each term. Those at SEND Support are additionally tracked by the SENDCo.

Identifying and assessing needs



- At Griffin Park, we recognise that SEND can manifest itself at any time within a child's educational career. As such, we work closely with settings that already know the child well such as a nursery school, childminder or, where applicable another school setting. The information they provide for us will inform the type of support given to an individual child joining our school, and will be monitored regularly as they settle in.
- Parents and carers are a vital source of information about their child's development and wellbeing. If you are concerned about your child, please do not hesitate to speak to your child's class teacher in the first instance. If appropriate, the class teacher will relay the information you give them to the SENDCo for further advice to be sought. At this point, observations and/or diagnostic testing may be implemented, following which we will meet with you to discuss the next steps for your child.
- Where a concern about your child's development is raised by a member of staff at Griffin Park, we will seek to inform you of this at the earliest opportunity. If a member of staff is concerned that your child has a Special Educational Need or Disability, this is usually because their progress over time monitored by the school's normal tracking methods, is not in line with the progress of other pupils of a similar age or developmental level.
- Where a concern has been raised by anyone in contact with your child, the first step in supporting your child is observation and diagnostic assessment.
- We are able to provide a number of in-house assessments to diagnose and then support your child's SEND. These include WRAT Testing, Speech Link, Language Link, Derbyshire Language Assessment, Roscoe Word Level and NELI (Foundation Stage), WellComm, Baseline Motor Skills, Ready for Sounds, Phab2, YARC, Little Wandle and BOXALL (behaviour/emotional). Where these diagnostic tests show a need, the next step is a planned short term intervention aimed at supporting your child's learning and progress.
- Where our initial diagnostic testing shows a need for the involvement of an outside agency, the SENDCo will make a referral to the correct agency who will liaise with school and parents/carers to observe and assess your child. Griffin Park has excellent relationships with our partner agencies including Speech and Language Services, School Nurse, Social Care and Blackburn with Darwen SEND Support Service. Throughout this process, the SENDCo will seek to update parents/carers on the progress of such a referral and arrange meetings with outside agencies to communicate information about your child.

Our approach to teaching children with SEND



Our Building

Griffin Park School is disability friendly. The school is one level, corridors are wide and we have an easy-access toilet for wheelchairs. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. We have an incredible sensory room which is used by all children.

More information can be found in our Accessibility Plan (accessed via the school website).

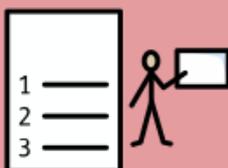
Our Curriculum

At Griffin Park, we are an inclusive school and we believe that Quality First Teaching is vital for all children. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary to ensure they have access to a broad and balance curriculum. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons:

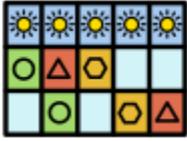
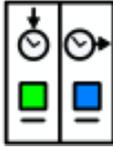
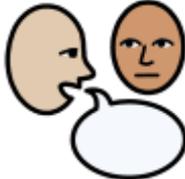
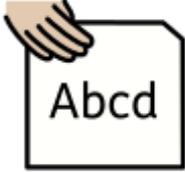
1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology

We also use the Graduated Response document produced by the Local Authority to complement our teaching.

Curriculum adaptations



As a school, we are committed to ensuring that appropriate resources are sourced when needed to allow access to all aspects of the curriculum for all children. We also seek advice and equipment from outside agencies as and when the need arises. We use a range of the following resources to support pupils with SEND in the classroom:

| | | |
|--|--|--|
|  |  |  |
| Visual timetables | Task boards | Sensory toys |
|  |  |  |
| Assistive technology | Talk partners | Peer marking |
|  |  |  |
| Self-assessment | Word banks | Positive behaviour |
|  |  |  |
| Ear defenders | Timers | Explicit instruction |

Parent/ carer views



- Griffin Park is a welcoming and inclusive school. We operate an open door policy where parents may speak informally to staff members and arrange meetings with the child's class teacher or the SENDCo to discuss issues or concerns.
- When we discuss our concerns with a parent/carer, we will seek to establish that observed behaviour in school mirrors that out of school; we take this into account when planning next steps for your child. The aim of this is to ensure that systems put in place in school can, where possible, be followed up at home to ensure the best possible outcomes for your child.
- Where a child is assessed to need SEND Support your child's class teacher will write an Individual Education Plan (IEP) to help them to address some of their areas of need. The Individual Education Plan should set out small achievable steps that your child will work towards in order to meet a larger target.
- Individual Education Plans, though no longer a statutory requirement, are still a useful planning tool for class teachers as they ensure that learning within the classroom is differentiated specifically to meet the needs of your child. It is intended that this step is part of our commitment to Quality First Teaching and is part of following a broad and balanced mainstream curriculum.
- Small steps targets on the Individual Education Plan are intended to be of a short duration and reviewed often to ensure that children make sustained progress towards long term targets.

- Review meetings are held at least three times per year with parents/carers to share Individual Education Plans and long-term targets. At a review meeting, the class teacher will invite parents/carers and your child to share their thoughts on the progress towards targets. Letters to attend review meetings are sent out in advance in order to allow parents/carers to make time to attend the meeting.
- For children who have an Education, Health and Care Plan, we will hold an annual review each year to review their targets. These meetings are used to celebrate your child's learning, looking at the progress they have made, create new targets and discuss next steps.

Children's views



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. They are given regular opportunities to:

| | | |
|---|--|---|
|  |  |  |
| Self-assess how they are doing. | Attend meetings and help decide the support needed (where appropriate). | Feedback and review progress/interventions. |

Evaluating provision



At Griffin Park, we use SONAR as a means of tracking the progress of all of our pupils. This tracker has the ability to generate information on children's progress over various periods of time. Class teachers, in the first instance, monitor the in-year progress of their pupils, and termly meetings between the SLT, SENDCo and class teacher highlight children not on track. Where a class teacher raises a concern about the level of progress this will be passed to the SENDCo who will meet with the class teacher and parents/carers to discuss the next steps. As previously outlined, this will involve observation, work scrutiny and discussion with relevant partner agencies. We also have EduKey which allows us to track the specific progress of our SEND children against their targets.

- P Scales or the Cherry Garden Branch Maps (EYFS) are a useful way of tracking progress for pupils who are not able to access the curriculum at their age-related expectation. This form of assessment is essential for tracking smaller steps and at a slower pace than Target Tracker.
- We use self-assessment during lessons and support children in making decisions about their progress within an individual lesson.
- The SENDCo collates information from staff delivering interventions to track progress from the start to the end of the process and to map against the child's individual learning targets.
- Specific Interventions have entry and exit assessments which determine whether children can come off their intervention programme, or whether a different approach is required.
- All children in school are formally assessed termly and informal assessments to inform planning happen at least weekly. Teachers develop curriculum targets

based on the outcomes of assessments, sharing these with parents and carers at pupil progress meetings twice yearly.

- All pupils throughout the school are assessed using a mixture of formative and summative assessment and this information is reported to parents at pupil progress meetings and through written reports at the end of the year.
- Annual reviews for children with Education, Health and Care Plans take place to ensure the provision is appropriate to their needs.

Staff training



At Griffin Park, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. The SENDCo is constantly moderating needs within the school and where an area of concern is highlighted, whole school training is organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. Some of our staff have completed training in the following areas:

| | | | |
|---------------------|-------------------|-----------------------|------------------------|
| | | | |
| Speech and Language | Lego Therapy | Intensive Interaction | Attention For Learning |
| | | | |
| ELSA | Makaton – Level 1 | Phonics | Team Teach |

Transition support



Nursery to Reception

Each year, we hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher. The class teacher will visit the different settings to see the child in a comfortable environment. We hold transition sessions in preparation for their September start, both with and without parent/carers. Where SEND pupils have had support within their Early Years setting, the reception class teacher and SENDCo will make links with outside agencies involved with the child and their parents/carers to ensure that the correct adjustments are made in order for them to make successful transition to our school.

End of Year Transition

For children moving between year groups and key stages, an annual series of transition sessions are planned in the summer term. Transition booklets are made for children that need them to include information about their new class to use over the holidays. In addition, teachers meet with the new teacher of their class to provide information about children moving up and to go through the Class Information File which travels with the class throughout their journey through Griffin Park School.

Secondary Transition

Where pupils are moving on to a High School, the Year 6 teacher will meet with staff from that pupil's chosen high school and pass on information about attainment and other educational needs. The SENDCo will meet with the secondary school SENDCo's to ensure a smooth transition. In addition, where a pupil leaves school with an Education, Health and Care Plan, the SENDCo will liaise with the SENDCo at that pupils' high school to ensure that the needs of the child are met in their new setting. The SENDCo also offers support for parents and carers of children with an Education Health and Care Plan during Year 5 and into the Autumn Term of Year 6 in choosing the appropriate setting for that child at Key Stage 3.

Mid-Year New Starters

When we are aware that pupils joining us from other settings have identified special educational needs, we liaise with the family and the previous setting (if applicable) to enable us to gain a greater understanding on the support we need to put in place.

Outside agencies



Griffin Park has excellent relationships with a range of outside agencies; we always seek advice from these agencies and have excellent channels of communication to ensure that the needs of your child are met fully.

Liaison takes place with the following agencies:

- Blackburn with Darwen Educational Psychology Service
- Dr Rebecca Ashton - Registered Educational Psychologist
- Inclusion Officers
- Speech and Language Therapy (Lancashire NHS Trust)
- Occupational Therapists
- Physiotherapists
- SEND Support (Blackburn with Darwen Council)
- School Nurse
- Social Care
- Paediatricians
- Parent Partnership

Where parents are working with multiple agencies a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure that all agencies work together towards agreed outcomes. Thus, the outcomes of actions or services provided across the agencies impact positively on the child and their family.

| | |
|---|---|
| <p>Clubs and trips</p>  | <p>At Griffin Park, we aim to ensure that pupils with SEND play a full role in all school activities. There is a range of after school clubs available each half term and they are accessible to all. All activities inside and outside of school are covered by risk assessments. Additional risk assessments are carried out for specific children with advice from appropriate agencies depending on their needs. All reasonable adjustments are made to ensure that children with SEND access extra-curricular activities safely.</p> <p>Where necessary reasonable adjustments are made to staffing levels and activities to facilitate the involvement of pupils with SEND. We have a homework club for children in KS2 every night, which helps provide support for all children with their reading, spelling and learning log. We have a breakfast club every morning from 8 o'clock.</p> <p>Griffin Park School encourages all children to support each other in work and play, to build on their varying strengths and talents and to reach their full educational potential.</p> |
| <p>Social and emotional wellbeing</p>  | <p>Griffin Park is a nurturing school with a caring and inclusive ethos. All children are taught about bullying, friendships, tolerance, equality and staying safe. This is through a combination of PSHE, RE and collective worship time. We also have an active school council. The school has a Designated Safeguarding Officer and two Deputy Safeguarding Officers to deal with issues related to child protection and safeguarding. All children are encouraged to talk to an appropriate adult where they have concerns about their safety or that of others. Griffin Park has a teacher with responsibility for pastoral care who works with individuals and their families when a wellbeing concern has been raised. This support is tailor-made to individual needs and supports the work of class teachers and children's parents/carers. We have two members of staff who are accredited to deliver ELSA.</p> |
| <p>Local offer</p>  | <p>Where SEND support is required in the community, parents can access Blackburn with Darwen's local offer Blackburn Local Offer Service Directory to identify other types of support in the area. The website provides information about the services, support and guidance for children and young people aged 0-25 and their families.</p> |
| <p>Complaint procedure</p>  | <p>The complaints procedure for SEND mirrors our complaints policy. This may be found on our school website. Should a parent or carer have a concern about provision for their child in school, they should speak to the child's class teacher in the first instance. If the concern cannot be resolved, then the SENDCo and Head teacher should be brought in to help resolve the matter. If concerns cannot be resolved at this level, complaints should be put in writing to the schools' SEND Governor Sue Penman.</p> |