# GRANGE C OF E PRIMARY SCHOOL LOCAL OFFER/INFORMATION REPORT 2025-26

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**What is the school's vision for all children?**

At Grange Church of England School, our vision is rooted in biblical teaching and shaped by our Christian values of **Love, Hope, and Trust**. We believe **every child is unique, valued, and loved by God**. Guided by our motto — ***Achieve, Believe, Care*** — we nurture confidence, kindness, and a love of learning so that all may flourish and experience "**life in all its fullness**" (John 10:10). We are committed to creating a culture of belonging where every child feels valued, included and able to participate fully in all aspects of school life regardless of need or disability.

**How does the school know if children need extra help and what should I do if I think a child may have special educational needs?**

<table>
<tr>
<td>How do you identify children with SEND?<ul><li>Grange C of E School operates an open-door policy, encouraging frequent contact between staff and parents/carers.</li><li>School may observe a child experiencing Needs, barriers or difference accessing aspects of their education.</li><li>A child may struggle to attain expected levels, indicating possible barriers to learning.</li><li>Barriers could include specific learning Needs, barriers or difference or general learning challenges.</li><li>If children or parents/carers have concerns, school staff will be available to discuss them.</li><li>Together, the best plan of support will be developed collaboratively.</li><li>The child’s class teacher will share any concerns raised by parents/carers with the SENDCo and Headteacher.</li><li>Concerns may also be identified through:<ul><li>Universal screening for literacy and numeracy</li><li>Teacher observations</li></ul></li></ul></td>
<td>How will I be able to raise any concerns I may have?<ul><li>Social or Differences in behaviour or social communication may become apparent through school observation or parent/carer feedback.</li><li>The school prioritises two-way communication with parents/carers.</li><li>Parents can complete an Initial Concern Form, which will be discussed with the class teacher and SENDCo.</li></ul></td>
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<tr>
<td colspan="2">How will the school support my child?</td>
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- **Quality First Teaching** underpins all support, including adaptive teaching, reasonable adjustments, assistive technology, and inclusive classroom practice.
- **Educational programmes** are planned collaboratively by pupils, parents/carers, class teachers, and teaching assistants, with SENDCo support.
- **Frequency of support** is agreed by class teachers and parents/carers, considering the child's views, and reviewed regularly.
- Teachers, with support from TAs and SENDCo, **deliver Targeted provision or supports**, monitor progress, and assess impact.
- Some children may benefit from **assistive technology** based on individual needs.
- Class teachers maintain **records of progress and actions**, informing next steps.
- The **SENDCo (Mrs Laisby)** updates SEND Governors regularly; governors may meet pupils and review support.
- The school ensures pupils with SEND are **not discriminated against**, making reasonable adjustments such as extra support, aids, or adapted approaches to learning.
- Adjustments are **personalised** to meet each child's needs and help them flourish.
- Grange C of E School follows the graduated approach of **Assess, Plan, Do, Review (APDR)** as outlined in the SEND Code of Practice. Support is regularly reviewed in partnership with parents/carers and pupils to ensure provision remains appropriate and effective.

## How will the curriculum be matched to my child's needs?

- All children are **included in class lessons** wherever possible, with adaptations to meet individual needs.
- Some lessons may be taught in **ability-based groups** for targeted support.
- **Quality First Teaching** ensures children participate in lessons, with adaptations as needed.
- Children may receive **individual or small-group teaching** for short periods if most appropriate (e.g. pre- and post-teaching).
- Some children may require **quiet spaces or movement breaks**, which will be accommodated where possible.
- School aims for all children to be **happy, safe, and reach their full potential**, adapting provision as needed.
- Adaptations may include:
    - Modified materials
    - Alternative ways to access content (e.g., IT support)
    - Breaking information into smaller chunks
    - Pre-teaching
    - Providing equipment to enable full participation

## How are the school's resources allocated and matched to children' SEN?

- **Support Implementation**

- Child's needs assessed and support agreed with child, parents/carers, and school.
- Support may include:
  - Adaptive teaching within class.
  - Small group support with similar needs.
  - Individual support.
- All support provided with consent and agreement of child and parents/carers.
- Delivered carefully, creatively, and efficiently.

- **Review Process**

- Support effectiveness regularly reviewed with child, parents/carers, and school.
- Adjustments made as needed: maintain, increase, reduce, or adapt.

- **Types of Support**

- Short, intensive support may help a child catch up.
- Tasks adapted or additional adult support provided individually or in groups for longer-term needs.

- **Resources and Staffing**

- Teaching Assistants employed to support individuals and groups, including those with EHCPs.
- TA support allocated based on need.
- SEND funding used for equipment and IT support for pupils requiring it.

The school provides a range of ordinarily available provision including adaptive teaching, visual supports, scaffolding, assistive technology, pre-teaching, overlearning opportunities and sensory accommodations.

## How will I know how my child is doing and how will you help me to support my child's learning?

- **Regular opportunities** are provided to discuss your child's progress outside normal reporting arrangements with the Class Teacher, Teaching Assistant, or SENDCo.
- Staff are usually available **before or after school for brief discussions** or by appointment for longer meetings.
- Grange C of E School operates an **open-door policy** and encourages parents/carers to share concerns promptly, sometimes via a **home-school book**.
- **Children's targets and outcomes** will be shared and discussed with parents/carers.
- School, with parent/carer involvement, will **monitor progress continuously** and adapt teaching methods as needed.
- Progress is tracked through **teacher assessment** and, where appropriate, **tests (e.g., reading assessments)**.
- Parents/carers will be kept informed about **progress and comparison to age-related expectations**.
- Opportunities for **regular contact** will be provided to share information about activities, progress, or issues.
- Parents/carers will be involved in **planning and support discussions**, including how to help at home.
- **Targets will be reviewed each term**, with new ones set where appropriate, involving the pupil and parents/carers.
- **Education, Health and Care Plans (EHCPs)** will be reviewed in line with the **SEN Code of Practice**.

## What support will there be for my child's overall well-being?

- The **safety and well-being of all children** at Grange C of E School is the school's top priority.
- Grange C of E School provides **excellent safeguarding** through dedicated, well-trained staff who follow a stringent **Health and Safety Policy**.
- **Open dialogue** is encouraged between pupils, parents/carers, and staff to address concerns promptly.
- The school uses a **child-centred approach**, taking pupils' views into account when planning provision.
- A **dedicated toilet area** with a changing bed is available for pupils needing private facilities and personal care.
- Provision is made for children requiring **regular medication**, which is recorded, monitored, and stored securely near the child or in a designated safe location.
- The school promotes positive mental health and emotional wellbeing through a graduated approach, pastoral support, Early Help processes and referral to specialist services where appropriate.
- The school recognises that attendance Needs, barriers or difference can sometimes be linked to unmet SEND needs, anxiety or Emotional Based School Avoidance (EBSA). Staff work collaboratively with families and external agencies to understand barriers and provide appropriate support.
- **Specific safeguarding information for pupils with SEND**, such as:
    - **Early Help**: prompt support for families where needs or vulnerabilities are identified.

- **Attendance monitoring** in line with statutory guidance (*Working Together to Improve School Attendance*), as absence or missing education can indicate risk and is assessed through safeguarding processes.

## How is the decision made about what type and how much support my child will receive?

- **Initial Concerns and Assessment**
  - Concerns can be raised by the child, parents/carers, or school.
  - Child assessed to identify barriers to learning.
  - Initial support/Targeted provision or support provided by teacher and progress monitored.
- **Monitoring and Adjustment**
  - If effective, support is maintained, adjusted, or ended if progress continues.
  - If ineffective, further advice sought with parental/carer consent.
  - External professional advice may be used to create a more suitable support plan.
- **Further Support**
  - If progress remains limited, school may apply for additional support via an Education Health Care Plan (EHCP) or Special Advisory Teachers (SAT), with agreement from child and parents/carers.
- **Impact Assessment**
  - Support evaluated through:
    - Targets on Individual Education Plan.
    - Testing and ongoing assessment.
    - Classroom observations and parent/carer feedback.
- **Core Principle**
  - Open dialogue between child, parents/carers, and school is central to SEN practice at Grange C of E School.

## What specialist services and expertise are available at or accessed by the school?

- Staff at Grange C of E School are **experienced in supporting a wide range of issues**.
- Skills are **regularly updated** through training and professional development opportunities.
- When faced with unfamiliar issues, staff **upskill or seek professional advice** from external agencies.
- The school has strong **collaborative links with other schools** via SENDCo networking groups to share good practice and expertise.

- Grange C of E School maintains **good relationships with local professionals**, Sandgate Outreach Programme, and the Local Authority for assessing and supporting pupils' needs.
- External support can also be accessed such as:
    - Speech and Language Therapy
    - Occupational Therapy
    - Educational psychologists
    - Special Advisory Teachers
    - CAMHS
    - Early Help

## What training is the staff receiving or have completed to support children with SEND?

- Grange C of E School works closely with **SENDCos from the Cartmel Peninsula Cluster and Sandgate Special Needs School**.
- The SENDCo attends **regular network meetings** and accesses an ongoing program of **relevant training opportunities** aligned with current good practice.
- Grange C of E School has staff (or access to staff) with **specialist training and knowledge**, including:
    - Reading Targeted provision or support
    - Precision Teaching
    - First Aid
    - Autism
    - Positive Handling (Team Teach)
    - Safeguarding
    - Dyslexia
    - Sensory needs
    - ADHD

## How accessible is the school environment?

- **Wheelchair Accessibility**

- Building is partly wheelchair accessible; some areas require stairs.
- One accessible toilet with changing mat, disposal bin, and hoist.
- Most doors are wide enough for wheelchair access.
- Main entrances (front and rear) are level or ramped.
- Main corridor doors have fire-initiated closers for open access.
- Play areas are accessible.
- Lift available for upper KS2 play area.

- **Classroom & Learning Environment**
  - Carpets in classrooms improve auditory environment.
  - Blinds on windows support visual clarity.
  - Nursery and Reception outdoor areas accessible for free-flow.
  - Equipment generally stored at child height for independence.
  - Classrooms can be reorganised for better flow in consultation with pupil, parents/carers, and professionals.
- **Translation Services**
  - Translation support offered for families whose first language is not English, if required.
- **Communication Methods**
  - Face-to-face meetings.
  - Home-to-school books.
  - Google Classroom.
  - Tapestry learning journals (EYFS).
  - Email.
  - Messages via the Greenhouse App.

**How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

- **Transition and Communication**

- Grange C of E School initiates communication with feeder pre-schools, nurseries, and secondary schools well in advance of transfers.
- Visits arranged, meetings attended, and information shared between parents/carers and educational establishments.
- Staff work across local pre-school and nursery settings to support smooth transition.
- From an early age, pupils are supported to develop independence, communication, resilience and self-advocacy skills which contribute to successful preparation for adulthood.

- **Parent/Carer Engagement**
  - Parents/carers encouraged to develop dialogue with staff, share concerns, and become familiar with key personnel.
- **Induction and Transition Support**
  - Summer term induction days for new pupils.
  - Year 6 pupils supported in secondary school induction.
  - Additional nurture/transition days offered for pupils needing extra time; proven effective for those with additional needs.
- **Information Sharing**
  - Open communication maintained during school transfers.
  - SENDCo facilitates contact between new school and parents/carers.
  - All relevant information about a child's needs shared with the new school.

## How are safeguarding concerns dealt with?

- Contact the **Designated Safeguarding Lead (DSL)** or **Deputy DSL (DDSL)** directly with any concerns.
- If the school has safeguarding concerns, these will be escalated according to the **school's safeguarding policy**.
- For urgent cases, contact **Westmorland & Furness Safeguarding Hub** immediately.

**Designated Safeguarding lead: Mrs Paula Whinfield**
**Deputy DSL: Mrs Lisa Phillips and Mrs Jayne Holding**
**Safeguarding Governor: Mrs Judith Mitchell**

## How do I make a complaint if I am not happy with SEN support my child is receiving?

- **Step 1:** Speak to the SENDCo about any concerns.
- **Step 2:** If unresolved, speak to the Headteacher.
- **Step 3:** If still dissatisfied, escalate to the Governing Body.

In line with KCSIE 2026, safeguarding is recognised as everyone's responsibility. All staff are expected to read and understand Part One of KCSIE in full and contribute to a culture of vigilance, professional curiosity and early intervention.

**Alternative Provision (AP)**

The school will maintain robust oversight of pupils attending alternative provision through:

- Regular attendance and welfare monitoring.
- Safeguarding quality assurance checks.
- Academic progress reviews.
- Formal review meetings with providers and families.
- Ongoing evaluation of the suitability and effectiveness of placements.

**Online Safety, Artificial Intelligence and Digital Safeguarding**

The school recognises the rapidly evolving digital landscape and will ensure effective measures are in place to address:

- Misinformation, disinformation and conspiracy theories.
- Harmful online influences and extremist content.
- Generative AI tools and associated safeguarding risks.
- AI-generated images, deepfakes and digitally manipulated content.
- Online sexual abuse and image-based abuse.
- Appropriate filtering and monitoring systems.
- Safe and responsible use of emerging technologies.

Filtering and monitoring arrangements will be formally reviewed at least annually, with findings reported to governors and recorded as part of the school's safeguarding governance processes.

**Mental Health and Emotional Wellbeing**

The school recognises that mental health concerns may be an indicator that a child is experiencing or is at risk of abuse, neglect or exploitation. Staff will be trained to identify concerns early and make appropriate referrals where required. Safeguarding and mental health support will be closely aligned to promote positive outcomes for all pupils.

**Violence Against Women and Girls (VAWG)**

The school acknowledges the increased emphasis within KCSIE 2026 on preventing violence against women and girls. Through curriculum provision, safeguarding education and a strong behaviour culture, the school will actively challenge:

- Misogyny.
- Sexual harassment.
- Harmful stereotypes.
- Sexual violence.
- Abuse within peer relationships.

The school will promote respectful relationships, equality and consent education appropriate to pupils' ages and stages of development.

**Prejudice-Based Harm and Inclusive Practice**

The school recognises that racism, faith-based prejudice and other forms of discriminatory behaviour can significantly impact a child's safety, wellbeing and educational experience. These concerns will be considered within safeguarding processes where appropriate. The school is committed to maintaining an inclusive, anti-discriminatory culture that promotes dignity, belonging and respect for all members of the school community.

**Attendance**

The school will continue to fulfil its statutory attendance responsibilities through:

- Daily attendance monitoring.
- Prompt follow-up of absence.
- Early help interventions where concerns emerge.

- Multi-agency working to address persistent absence.
- Appropriate support for vulnerable learners and families.

**Virtual School Head Support**

The school will work collaboratively with Virtual School Heads and other agencies to support the educational outcomes, wellbeing and safeguarding of looked-after children, previously looked-after children and children in kinship care**.**

**Gender-Questioning Pupils**

The school will ensure that any support for gender-questioning pupils is informed by safeguarding principles, individual needs, parental involvement where appropriate, and current statutory guidance. Decisions will be made on a case-by-case basis, with the child's welfare remaining paramount.

**Multi-Agency Working and Family Help**

The school will work proactively with families and partner agencies to secure timely support for children. Practice will reflect the developing Family Help model and wider safeguarding reforms, ensuring that early intervention and information sharing support the best outcomes for children and families.

**SEND and Inclusion**

The school remains committed to the principles of the SEND Code of Practice and the delivery of inclusive education. This includes:

- Early identification and intervention.
- Removal of barriers to learning and participation.
- Use of current and respectful SEND terminology.
- High-quality teaching for all pupils.
- Meaningful collaboration with families and external professionals.
- Ongoing workforce development and training.
- Promotion of positive outcomes, independence and preparation for adulthood.

**Commitment to Continuous Review**

The Governing Board, Headteacher and Designated Safeguarding Lead will review safeguarding, attendance and SEND arrangements regularly to ensure that school practice reflects current legislation, statutory guidance and emerging safeguarding risks. The school will strive to promote a safe, inclusive and supportive environment in which all children can thrive, achieve and feel protected.