



**Grange View C.E. First School**  
 Grange Road, Widdrington  
 Morpeth, NE61 5LZ.  
 Telephone: 01670 790 686  
 email: [admin@grangeview.northumberland.sch.uk](mailto:admin@grangeview.northumberland.sch.uk)  
 Headteacher: Mrs Louise Laskey



**We aim to SPARKLE!**

**Our Christian Vision is that- Everyone sparkles.**

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

*So don't hide your light! Let it shine brightly before others.*

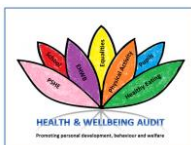
**Matthew 5:16** The Passion Translation of the bible

**Our Ethos**

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom


**Our Aims**

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



# Grange View C.E First School

## Special Needs Local Offer

<b>SCHOOL NAME:</b>	<b>Grange View Voluntary Controlled Church of England First School</b>  	
<b>TYPE OF SCHOOL:</b>	<b>Maintained Mainstream</b>	First School with 2 Year Olds and Nursery to Year 4 provision
<b>ACCESSIBILITY:</b>	<b>Wheelchair accessibility</b>	Main school building and Early Years unit wheelchair accessible. Ramps to Early Years/ KS1/KS2/Main entrances.  Disabled parking, toilets and school on one level
	<b>Children with Medical Needs and Other adaptations:</b>	Disabled toilet and low mobility accessible toilet and changing facilities, with rise and fall changing bed in adapted room Policy for pupils with medical needs, close liaison with community health services including school nurses and health visitors. Individual plans for children with more complex medical needs. All teaching assistants are first aid trained
	<b>Physical Access</b>	Fully accessible for wheelchairs - ramps to all main entrances, dropped kerbs, disabled parking, disabled toilet facilities, school on one level.
	<b>Curriculum Access</b>	Staff trained in a range of intervention techniques/scheme. Children taught in mixed ability groups. Ability streams and small intervention groups where appropriate. High levels of teaching assistant support. ELSA TA support where required. SENCO monitors and evaluates progress of SEN pupils on a termly basis. Detailed data tracking (including SEN group). Teaching based on assessment for learning – planning reflects needs of groups and individuals. Intervention records detail all interventions used, ongoing evaluation and next steps. Swift and easy access to additional services through the HINT team and medical services

<b>CORE OFFER:</b>	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. All children on one site. Staffing is flexible based on the needs of all the children. A number of staff have additional training to support children with ASD. All teaching staff and TAs are Read Write Inc. trained and TAs also have a range of additional training in Precision Teaching, reading interventions and other specific interventions. Members of staff have completed training in: Speech and Language, Behaviour management, ADHD training, Dyslexia training, and Talk Boost. The Head teacher Louise Laskey is the School SENCO who holds SENCO Award.</p> <p>Staff work closely with parents to identify children with SEND, and intervention is put in place at the earliest opportunity. All children in our school receive quality first teaching. We use many different teaching strategies to scaffold the children's learning, to ensure all children make good progress from their starting points. This could include:</p> <ul style="list-style-type: none"> <li>• Systematic phonics is taught throughout school from reception to year 4, through Read Write Inc. (RWI) and letters and sounds.</li> <li>• Mastery Maths approach and Numicon supports the learning of all pupils through the use of partner work and access to physical resources, throughout school.</li> <li>• Visual maths aids are displayed in all class rooms e.g. 100 square, times tables, numbers, number lines etc. Individual resources are available for all children.</li> <li>• Teaching Assistants are used in every class to support the learning of different groups of children.</li> <li>• We offer a nurturing church family ethos which ensures all children feel safe and secure.</li> <li>• We work closely with parents to ensure good attendance of pupils.</li> <li>• Sensory equipment is available, when children have difficulty sitting still, as they provide an outlet for stress.</li> <li>• Emotional support is offered to any child who needs it through our trained Emotional Literacy Support Assistant (ELSA).</li> <li>• A member of staff is a trained in speech and language support.</li> </ul>		
<b>POLICIES:</b>	<p>Are the school policies available on the website for:</p>	<b>SEN</b>	Yes
		<b>SAFEGUARDING</b>	Yes
		<b>BEHAVIOUR</b>	Yes
		<b>EQUALITY &amp; DIVERSITY</b>	Yes
	<p>Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</p>		Yes
<b>RANGE OF PROVISION:</b>	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p><b>Areas of strength</b>  Foundation stage unit with large outdoor space supports smooth transition from Nursery into Reception. Additional transition work ensures smooth transition between other year groups and key stages.  Teaching Assistant support – TAs across the school are highly skilled and are trained in a range of intervention skills. Built in systems ensure clear communication between teachers and TAs as well as ongoing TA development through access to relevant training.  Behaviour management/dealing with challenging behaviour, management of pupils with ASD. Development of early literacy/language phonics skills.  Intervention used:  Read Write Inc (RWI) used from Reception, Year 1 and Year 2 classes.  All teaching and support staff trained in delivery of RWI  Precision Teaching trained teaching assistants  Numicon maths – targeted interventions  Talk Boost – targeted interventions  HLTA trained to support children with Autistic Spectrum Conditions  All teaching assistants trained to a minimum of NVQ level 3</p> <p><b>Specialist Facilities/Equipment to support SEND</b>  IPads available in all classrooms  Low mobility accessible toilet and changing facilities, with rise and fall bed.  KS2 residential outdoor/adventurous activities visit, access to a wide range of ICT</p>		

	<p>hardware and software, all areas of school have disabled access.</p> <p><b>Input from Therapists/Advisory Teachers/other specialist support services</b>  Close links with Higher Incident Needs Team (Educational Psychologists, Literacy Support, Emotional Support, Behaviour Support), local special schools and relevant medical services including health visitors, school nurses and CYPS.  Regular use/referral to other services including: Speech and language therapists, children's social services.  We can refer to Speech and Language Therapy (SALT) and Occupational Health  Bardale House Special School is in our partnership and are available to offer advice, support and specialist training on a needs basis.</p> <p><b>Breakfast and After School support</b>  Breakfast club provision available from 7:30am each morning (Monday-Friday)  Wraparound Childcare is available until 5:15pm Monday-Thursday and then until 4:15pm on Fridays.  Both are available to all children for a small charge.</p>
<b>INCLUSION:</b>	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b>  Lessons are as inclusive as possible, with adjustments made depending on need of the child. Teaching support is available across the whole school.  Children with disabilities are included on all school visits and residential visits.</p> <p><b>What proportion of children currently at the school have SEND?</b>  18.9%</p>
<b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b>	<p><b>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</b>  Intervention plans are discussed with parents and sent home on request.  Formal parents' evenings are held 3 times a year, in the Autumn, Spring and Summer terms plus written reports are provided in the Summer term.  We hold regular open afternoons, where parents are invited into school. Parents invited to classrooms every term to look through work with children.  We signpost toward other services, e.g. parent support groups  Parents invited to weekly worship assemblies at which many children receive special awards for effort and achievement.  An 'open door' policy allowing quick and easy access to Headteacher / SENCO</p> <p><b>How will school prepare children with SEND to join their next setting/college/stage of education or life?</b>  Early transition with private nurseries/childcare providers.  We have carefully planned and structured transition programmes between schools.  Liaison with local Middle Schools from Y5 teachers and SENCO/CP leads. From September 2024 we will be moving to become a Primary school and will be focussing on transition from Lower KS2 to Upper KS2.  Smooth transition between Key Stages in school through close liaison and early preparatory work. Consistently shared pupil data.  Additional visits to new schools/classes arranged for those pupils that are more anxious.</p>
<b>OTHER INFORMATION:</b>	<p><b>What else do you think parents carers would like to know about your school?</b>  Children with additional needs progress well from their starting points, because intervention and support is identified early. Where necessary we assess children using P-scales to measure small steps of progress.  We use the following intervention strategies / programmes at Grange View:  Small group phonics sessions taught daily, based on regular RWI assessments  Individual one-to-one interventions  Small group interventions  Read Write inc. individualised interventions  Talk Boost  Precision Teaching  Numicon maths  Parents have access to parent consultations three times a year, but if parents or teachers are concerned about a child's progress they are invited in to discuss this with the class teacher, so swift action can be taken. Our SEND policy is currently on our school website, but is subject change due to new legislation.</p>
<b>COMPLETED BY: (Name and position)</b>	LOUISE LASKEY (Head Teacher/SENCo)
<b>DATE COMPLETED:</b>	Spring 2024
<b>REVIEW DUE:</b>	Spring 2025