



Grindon Infant School SEND Information Report and Contribution to the Local Offer

Head Teacher: Mrs Charlton

SENDCO: Mrs Crowther

Reviewed: November 2025

Next Full Review: November 2026



About Us

Grindon Infant School is a smaller than average infant school.

A large majority of pupils are of White British heritage. The proportion of pupils who have special education needs and/or disabilities is above the national average. The proportion of pupils who are supported by the Pupil Premium funding is above the National average. This is additional government funding to support those pupils who are known to be eligible for free school meals and children looked after.

We currently have 154 children on roll (November 2025). In our last Ofsted visit (November 2021), we were rated 'Good' across all areas. Our school provides an inclusive education for pupils of the age range 3-7 years. We also offer provision for 2 year olds. Classes are two form entry. The Early Years provision is full time in the Reception classes and part time in Nursery and in the 2 Year Old unit.

Mobility is low in Grindon Infant School with many children starting in our nursery class and continuing throughout the whole school. Behaviour is very positive.

Current SEND Information

The SEND register at Grindon Infant School is fluid, meaning that changes can be made to this throughout the year depending upon the level of need a child may develop, a new diagnosis or new children joining the school with SEND.

Currently, we have 37 children on the SEND register (24%).

The table below shows which categories of the four areas of SEND our children fall into.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
24 children ASD diagnosis and on SEND register: 13 children	8	4	1

Current SEND Information

Currently, 37 out of 154 children in school have a Special Educational Need and/or Disability (24%). Nationally, 18.2% of children, in primary schools alone, (based off June 2025 figures) are identified as needing 'SEND Support'. This shows that as a school, we have a higher percentage of children needing SEND support than the national average.

Our percentage has slightly decreased from 25.6% in the academic year 2024-2025, yet, significantly increased from 14.5% in the academic year 2023-2024.

We have 26 boys and 11 girls on the special needs register. Nationally, SEND continues to be more prevalent in boys than in girls. This means our school falls inline with the national average. Nationally, the most common type of need for those children with an EHCP is 'ASD'. Our school falls in line with these national trends with 'Communication and Interaction' being the primary area of need for our children. One child currently has an EHC plan (0.65%). The national average is 5.3%, therefore, our school has a lower percentage of children with an EHC Plan than the national average.

Budget

As a school, we are set a budget in order to support the children on the SEND register.

Our school has a notional budget of £170,277 this year.

Additionally, when children are awarded an EHCP (Educational Health Care Plan), the child will be allocated personalised funding which will be spent on resources to support this individual child.

Again, school has access to further funding provided by the Early Years Inclusion Funding Team. This funding is to help to further support the children with SEND in the nursery setting.

School also has access to 'STEP funding'. This funding is to support children with SEND in the Reception year.

Aims, Ethos and Vision

Enjoy, Learn, Be Proud

At our school:

- We provide a welcoming and safe environment where every learner is valued.
- We work together as a school community.
- We respect others and the environment.
- We understand that everyone is unique.
- We provide stimulating opportunities for lifelong learning.
- We share high expectations in all aspects of school life.

**We are all learners.
We are all valued.**



Mission Statement and Ethos

Grindon Infant School strives to be an inclusive school and this core principle is at the very heart of all that we do. We provide extremely well for children with a wide range of differing needs and abilities.

Ofsted: 'Pupils' enjoyment is at the heart of this inclusive school. All pupils learn together. Parents appreciate how inclusive this school is.'

We aim to offer children an educational experience where staff will strive to identify and remove barriers to learning and create an environment in which every child is encouraged to reach their full potential. Activities are carefully planned for children to support them to keep up, rather than catch up.



Key Contacts

Head Teacher: Mrs Charlton

Deputy Head Teacher: Mrs Dugdale

SENDCo: Mrs Crowther

SEND Link Governor: Gill Bramley

Contact: 0191 340 1931

office@grindoninfantschool.uk

send@grindoninfantschool.uk

Our Core Offer

- Teachers are responsible for the progress of all pupils in their class. High quality first teaching is personalised to meet every child's need/s. This is the first step in supporting pupils who may have a Special Educational Need/s and/or Disability. All children are challenged to do their very best. This is enough for most pupils to make progress.
- All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.
- All children are known well by their class teacher and SENDCo, who develops strong relationships with them. Good behaviour and work is rewarded.
- **Behaviour Policy:** [BEHAVIOUR POLICY](#)

Our Core Offer

- In school, we strongly believe in the strength and importance of collecting pupil voice. Your child can express their views in several ways, including via their class school council representative, through our buddy system or directly to staff, e.g. their 'safe person'.
- Children follow the 'KidsSafe' scheme across the whole school. KidSafe UK provides Primary schools and EYFS settings with a child friendly, preventative children's mental health and safeguarding curriculum that is blended with our current PSHE/RSE provision. Our aim, through child centred, age-appropriate education is to help children recognise and speak out about any situation that has a negative impact on their mental health and emotional wellbeing.
- Our PSHE scheme is 'Jigsaw'. Jigsaw PSHE emerged from the desire and mission to make things better for children and young people. In school, we recognise the importance of children's emotional literacy and mental health and how this plays a vital role in children's education. We follow the Jigsaw mantra of 'Happy Children Learn'. Children receive one time-tabled slot every week to complete a Jigsaw personal, social, emotional and health session with a big focus on emotional literacy and mental health
- School also have daily mindfulness sessions across the whole school, through our scheme, BlueJay Wellness CIC.
- School are currently working alongside Healthy Heads which will provide additional support for children struggling with social, emotional and mental health needs.
- Mrs Charlton and Mrs Crowther are currently undergoing training for The National Nurturing Schools Programme which we hope will have a positive impact upon children's social, emotional and mental health difficulties.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. We currently have three staff members who are First Aid trained (Miss Alvey, Mrs Summers and Mr Collings).
- We have a range of extra-curricular activities which are open to all children, such as a gardening club, an arts and crafts club, a maths board games club, etc. We also offer a range of physical education clubs, such as golf, football, etc which are provided by our coach from our Sports Partnership.
- We also have a SEND governor (Mrs Bramley), who has particular involvement with SEND policy and provision.

Policies

Grindon Infant School SEND Policy:

[SEND-Policy-April-2025.pdf](#)

SEND Code of Practice (2015):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Policies

In our Information Report, we are setting out the information that is most important when looking at a school's approach to SEND. We have written it in such a way as to make it useful as our contribution to the Local Authority's SEND Local Offer. The document that you are reading now is linked to the Local Authority's full Local Offer, which you may also find very helpful.

Links to other key policies:

- **Local Offer:** [Local Offer | Sunderland Information Point](#)
- **Behaviour Policy:** [BEHAVIOUR POLICY](#)
- **Complaints Policy:** [Model complaints procedure](#)
- **Accessibility Plan:** [School-Accessibility-Plan-2023-2026.pdf](#)

Expertise

Grindon Infant School values staff training and organises courses/training programmes to ensure teachers and teaching assistants stay up to date with current research into teaching and learning. Grindon Infant School has a wealth of expertise from its staff, over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs further support or advice to ensure a child fulfils their full potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

Expertise in school:

- SENDCO - Mrs Crowther (NASENDCo qualification attained 2017)
- Qualified First Aid staff
- Epi-pen trained staff
- Epilepsy trained staff
- Phonics Bug (Phonics programme)
- Jigsaw (PSHE programme taught across the whole school)
- BRP and Magical Spelling
- Well-being leads
- Lego Therapy
- NELI (Nuffield Early Language Intervention)
- Makaton
- Team Teach
- Autism Training
- Zones of Regulation
- How to write effective support plans
- Trauma and Attachment Training
- Moving and assisting
- Launch Pad for Literacy
- NCFE CACHE Level 3 Early Years SENCO
- Nurture Programme
- Supporting children with SEND in mainstream classrooms training.
- Sensory circuits

Expertise

At Grindon Infant School, we involve other bodies; including health and social care, local authority support services, charitable and voluntary sector organisations in meeting the children's SEND and supporting their families.

Some expertise/specialist services secured by school

- Educational Psychologist
- Occupational Therapists
- Speech and Language therapists
- Visually/hearing Impaired Service
- CAMHs - Child and Adolescent Mental Health Service
- Autism Outreach Team
- Neurodevelopmental Difficulties
- School Nurse/Health Visitors/Dental Health
- Child and Family Services
- Behaviour Panel
- EAL team
- Movement team

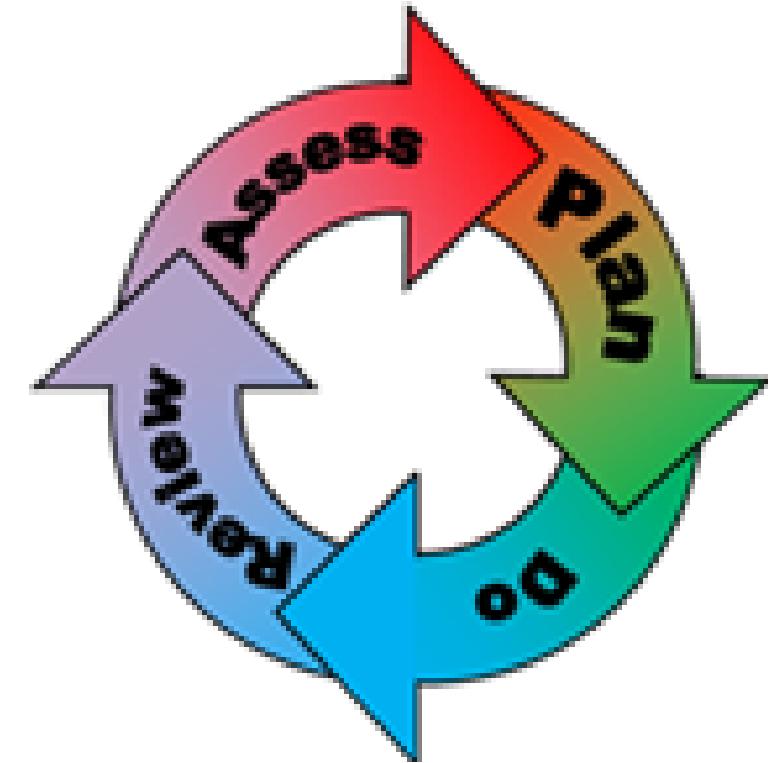
Staff and Governors

- All teachers have Qualified Teacher Status (QTS).
- Our TAs have a wealth of experience over and above the required qualifications.
- One PE coach (as part of our Sports Partnership).
- Our Special Educational Needs Coordinator (SENDCo) achieved the NASENDCo award in the academic year 2017.
- Our Governor with special responsibility for SEND is Mrs Bramley who works closely with our Staff Governors, our SENDCo and Head Teacher (Mrs Charlton) to ensure that our work is effective in support of pupil progress.
- One member of staff who is currently undertaking NCFE CACHE Level 3 Early Years SENCO.

Early Identification of Need

Children at Grindon Infant School are closely monitored and assessment is ongoing. In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Carry out rigorous assessment. Children are assessed at the beginning of each academic year, as well as throughout the year to identify needs and put in place any specific interventions necessary to support children to keep up, rather than catch up.
- Observations are carefully planned for, to ensure struggling children are identified and action is put in place as soon as possible.
- Quality first teaching is always provided to ensure children are achieving and working towards their full potential. What supports children with SEND typically supports all children and staff use this core principle across all learning opportunities.
- Work in partnership with parents/carers as well as pupils to keep everyone involved in the process and to make all stakeholders aware of children's targets, strengths and difficulties.
- Consult with relevant external agencies as well as other practitioners to ensure the best possible outcomes for all children.
- Through the use of support plans and EHCPs, children's skills are assessed and reviewed to ensure children are making progress and meeting their targets.



Identifying children with a SEND

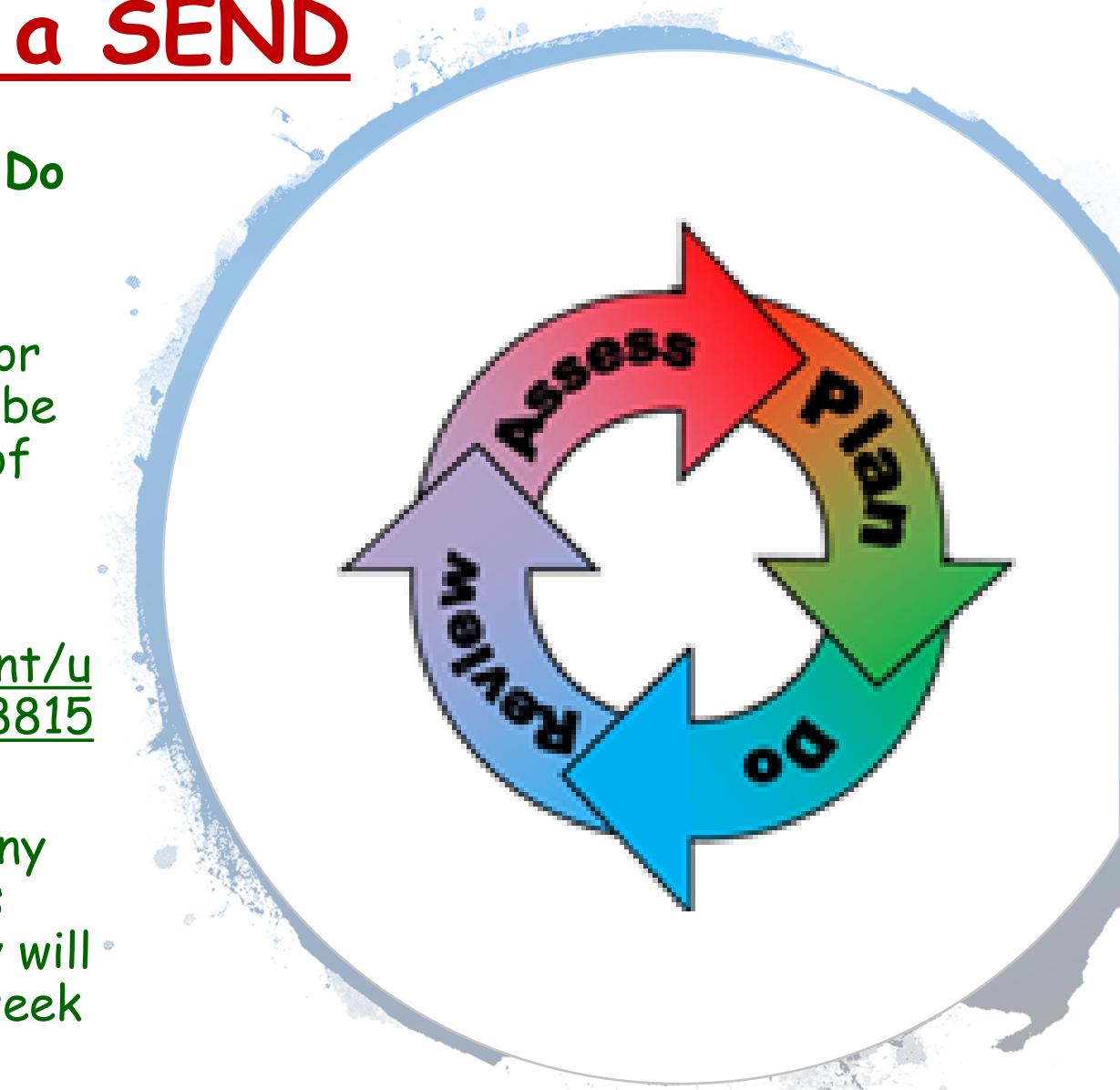
Grindon Infant School follows an 'Assess - Plan - Do - Review' approach to our provision of support.

A pupil has a SEND when their learning difficulty or disability calls for special educational provision to be made, beyond that typically available to children of the same age.

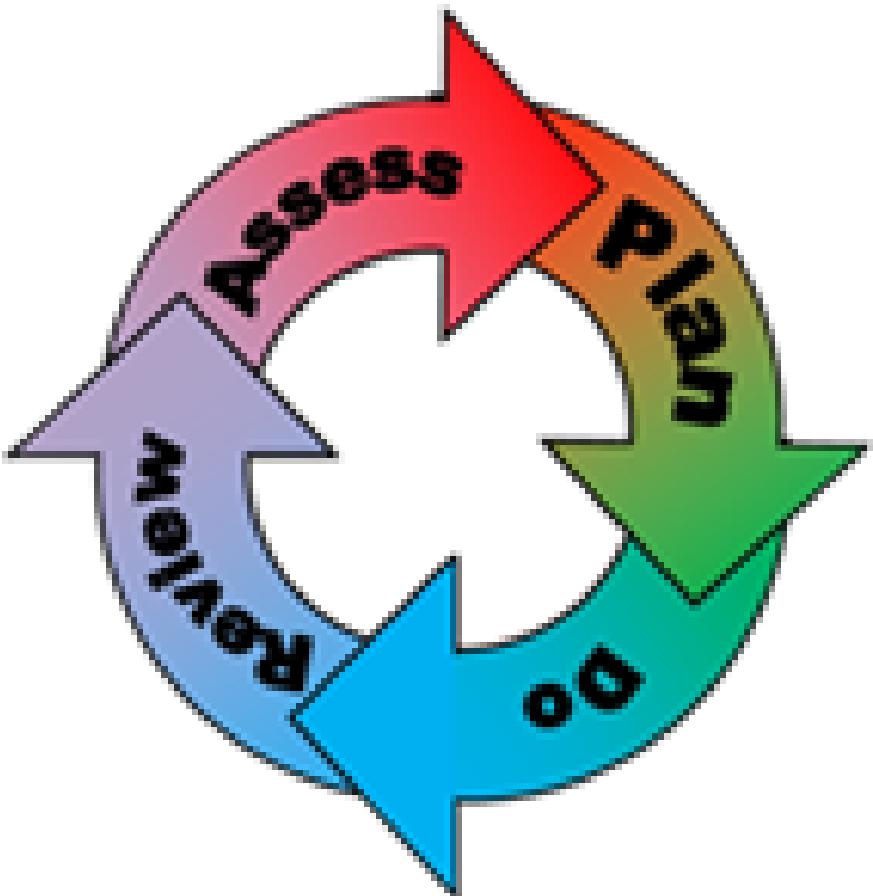
The **Code of Practice** gives more detail.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

If you are worried about your child's progress in any way, then you should first talk to your child's class teacher. If your child's teacher is concerned, they will talk with you at the earliest opportunity and may seek the advice and expertise of the SENDCO.

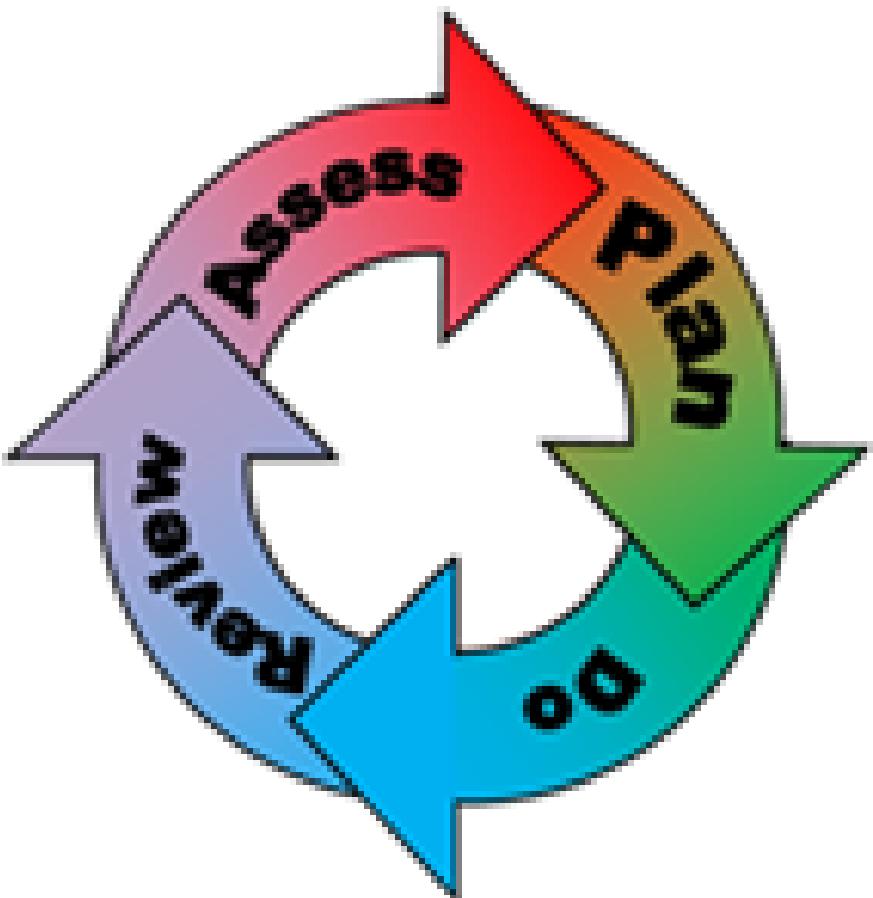


ASSESS



- **Identification** - Your child will be identified as having a SEND if they have **significantly greater** difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age.
- **First steps** - If, from our rigorous tracking and monitoring of your child's progress, it becomes apparent that your child is not making expected progress, then you will be invited to a meeting with their teacher and where appropriate, Mrs Crowther (SENDCo). If it is felt appropriate to do so, your child will also be involved in this meeting. At the meeting, we will begin to explore the possible barriers to learning and you will be asked how you feel that we can best support your child.
- **Observations and assessments** will then be carried out and, if required, input from specialist services may be sought with your permission.

ASSESS



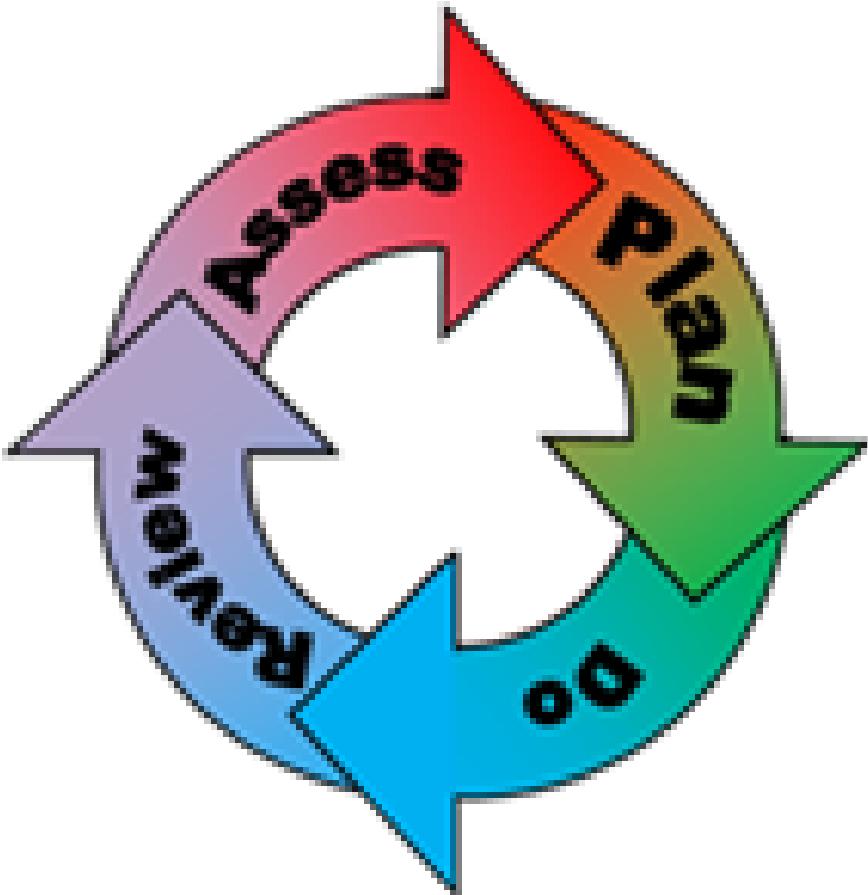
- Where appropriate, your child may be placed on our school's SEND Support Register and a plan will be created by the class teacher that will set SMART targets (Specific, Measurable, Achievable, Relevant and Time-Bound). These will be reviewed and updated at least termly.
- EHCPs (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.
- If you are concerned about your child's progress, or that your child may have a Special Educational Need, please contact our SENDCo, Mrs Crowther, on:

0191 340 1931

office@grindoninfantschool.uk

send@grindoninfantschool.uk

Plan



Our procedures are in line with the SEND Code of Practice

(2015): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Mrs Crowther, the SENDCo. It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

SEND Resources

At Grindon Infant School, we have an extensive range of SEND resources and interventions available. These are closely matched to the needs of each individual child and their progress is monitored by the class teacher, the SENDCo and staff with specific curriculum responsibilities, e.g. English or Maths Co-ordinator. Where provision does not result in good progress, as outlined in the SEND Code of Practice, the SENDCo should be consulted for advice.



Our teachers at Grindon Infant School are skilled at adapting teaching and learning to meet the diverse needs of the children in each class.

Daily planning takes into account individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND.

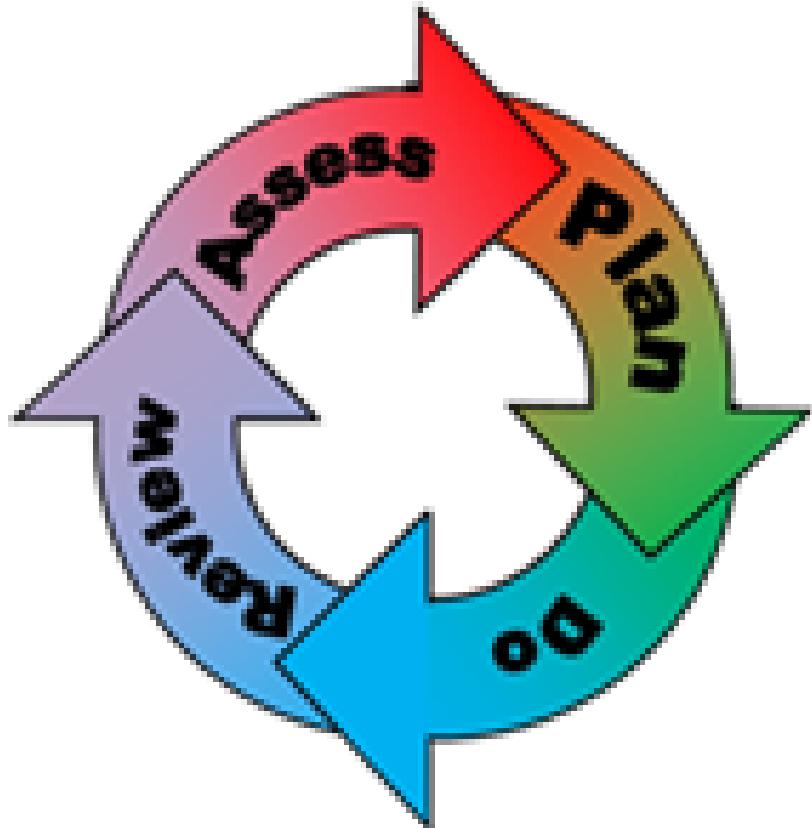
Differentiation is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.

Grouping arrangements take into account the different skills and abilities of each child. This ensures that learning is maximized.

Additional adults are used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher monitors this support to avoid pupils becoming over reliant on this.

We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

Review



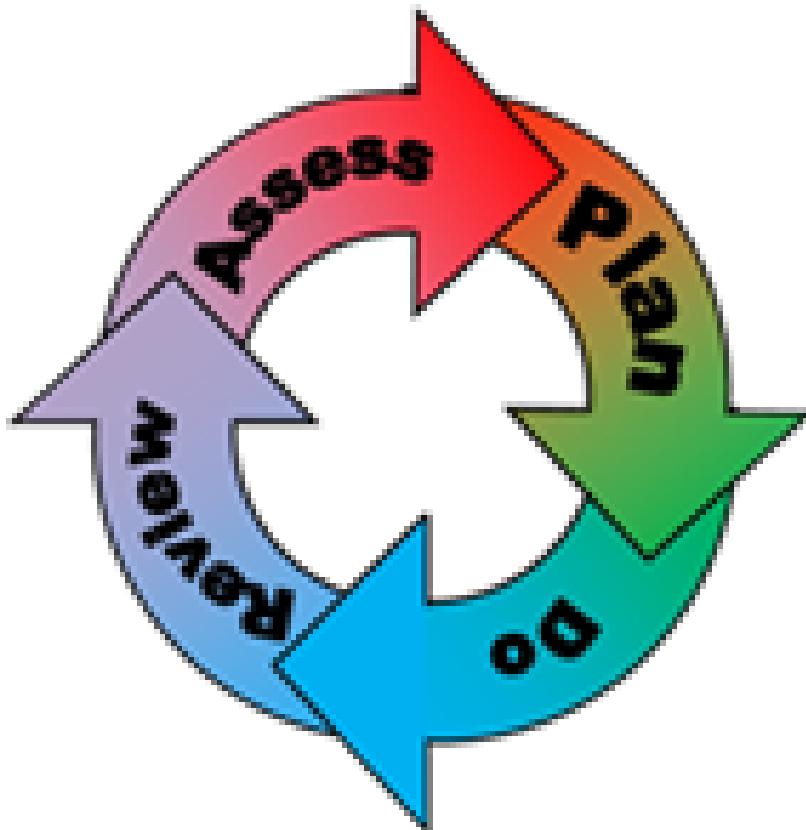
Progress of children with a SEND will be reviewed at least termly.

If, despite all steps taken, good progress is still not being made, we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary at this stage, to consult with the expertise and specialist services secured by school.

Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss your child's needs across different areas. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.

Parents that have children on the school's SEND Support Register, will also be invited to at least termly meetings to review their child's support plan. Your child will be involved in reviewing their targets at appropriate times throughout the term, with the class teacher or teaching assistant, and during the setting of new targets on at least, a termly basis. For children who are recorded as Range 3+, Mrs Crowther (SENDCo) will also attend the meeting.

Review



For every child who is in the care of the Local Authority, (a cared for child), a Personal Education Plan (PEP) will be created. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

If your child has an EHCP, you will be invited to an annual review of this plan.

Homework is given regularly and your child may have the opportunity to access computer programmes to support their learning at home through the school website. You are encouraged to support your child's learning at home.

Home school diaries may be used to support communication between home and school and you are encouraged to use these where appropriate.

Early Identification and Support Plans

At Grindon Infant School, we pride ourselves in our early identification of children with a SEND.

Where we have identified children as struggling, discussions with parents and the SENDCO are held whereby staff will outline difficulties and provide targets for children to work towards. These targets will aim to 'close the gap' between their current learning and that of children of the same age.

These targets are reviewed and if class teachers feel that children have not made adequate progression, or that the child is requiring support above and beyond that of a child of a similar age, then a 'Support Plan' may be created and advice from external agencies may be sought. This is when children would be added to the Special Educational Needs and/or Disabilities school register with your permission.

Example of a Grindon Infant School SEND Support Plan

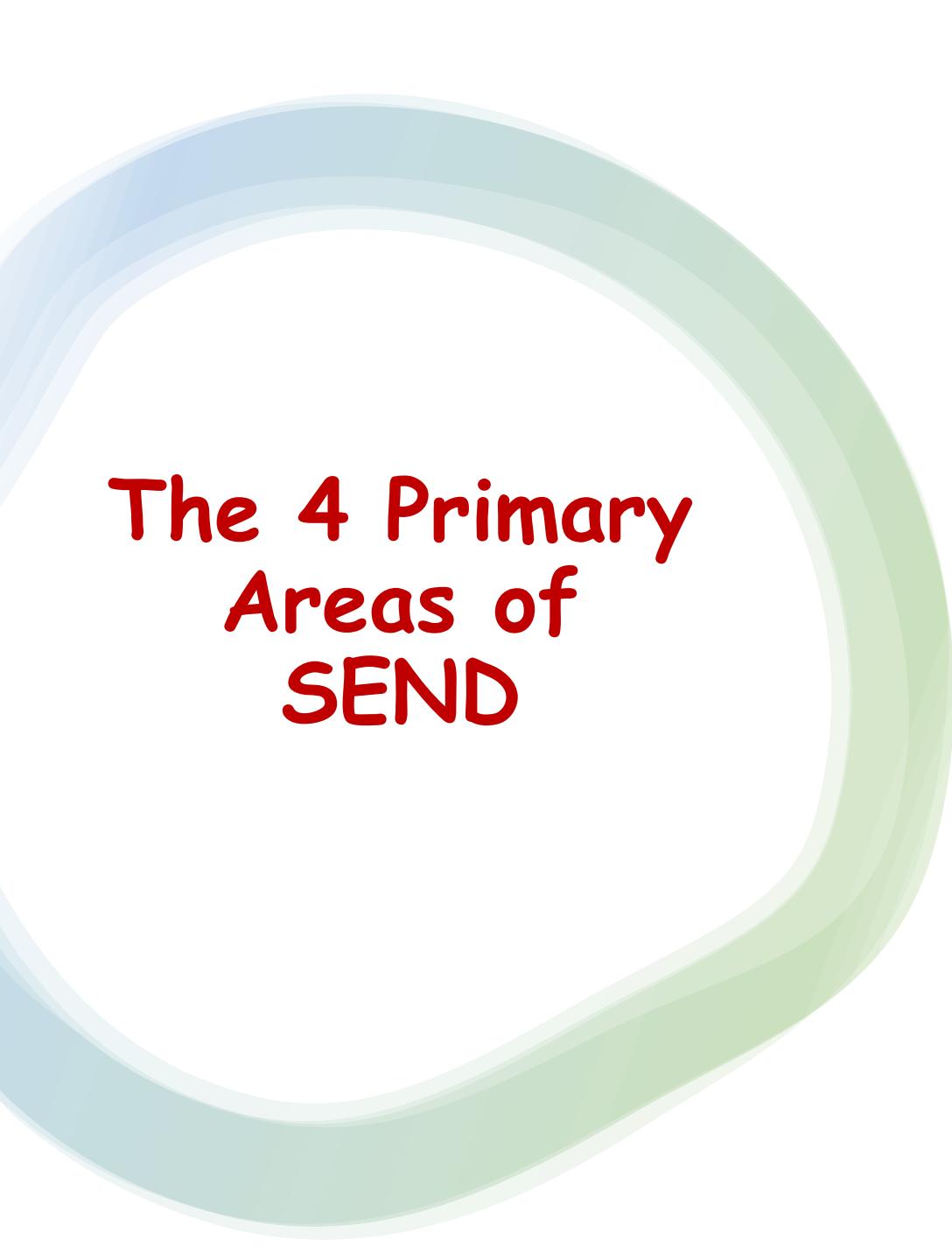


together for
children
SUNDERLAND

<u>Support Plan (Primary)</u>								
Range:								
Name: D.O.B: Year group:			Date: Review date:					
Primary area of need:			Secondary area of need:			Tertiary area of need:		
Assessment	Autumn Term		Spring Term			Summer Term		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing

Area of need:							
Longer term outcome:				PfA link:			
Steps toward outcome	Intervention and support activities		Group size, staff ratio, who will carry out this support?		How often will this happen?	How will this be monitored and when?	Evaluation/Impact
1.							
2.							
3.							

To be completed at the start of each year and reviewed termly.



The 4 Primary Areas of SEND

There are four broad areas of need defined within the SEND Code of Practice. Some children have needs that fall within more than one of these areas. Staff will be happy to discuss the following areas with you when we are assessing and determining any needs that your child may have:

These four needs are:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition (ASC/ASD) and those with Speech, Language and Communication Needs.

- **Cognition and Learning**

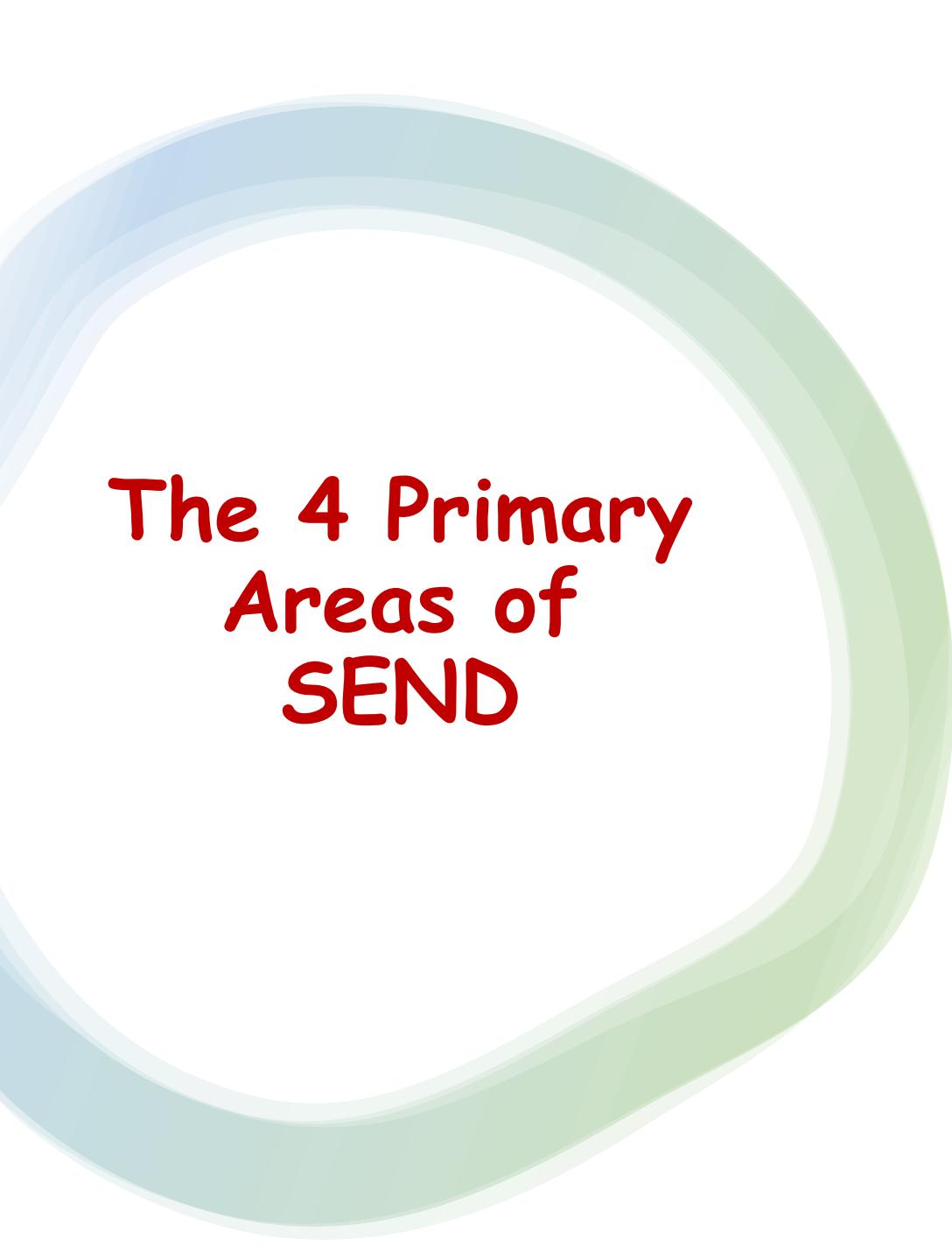
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.



The 4 Primary Areas of SEND

At Grindon Infant School, we have experience of supporting children and young people with a wide range of needs including:

- Neurodevelopmental conditions
- Emotional well-being difficulties
- Social difficulties
- Hearing impairment or loss
- Vision impairment or loss
- Dyslexia tendencies
- Memory difficulties/delay
- Communication difficulties
- Speech and Language difficulties
- Spatial awareness
- Physical conditions such as dwarfism
- EAL

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.



Additional Support offered in all 4 areas

For many children, their targets (as stated on their Support Plans) will be linked to learning and will often be specifically related to literacy and numeracy.

However, for other children, they may be related to social interaction, communicating with children and adults or emotional difficulties.

The most important factor is that the target and support provided are particular to the needs of each individual child.

SMART Targets

At Grindon Infant School, we follow a 'SMART' approach to writing children's targets:

S - Specific

M - Measurable

A - Achievable

R - Realistic

T - Time bound

SMART Targets

Taken from the SEND Code of Practice (2015 - 9.66)

'An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided. Outcomes are not a description of the service being provided - for example the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech and language therapy will help the individual to do that they cannot do now and by when this will be achieved.'



SMART Targets

Specific

This part of the planning process is about making sure that targets or outcomes are very specific. Small, 'next steps' are written with a clear focus and targets are expressed using precise language, describing exactly what a child will be able to do or say to be successful, e.g. 'say numbers in order to 20.'



SMART Targets

Measurable

As outlined in the SEND Code of Practice, it is a requirement that practitioners show that children are making progress and that identified targets have been achieved. The degree of success is often stated as the number of times a child responds successfully out of the total number of times practised. This may also include a time or frequency factor to decide whether a child has been successful.



SMART Targets

Achievable

Targets are realistic and within the child's ability as identified in ongoing assessments, e.g. it may be unrealistic for a child with a communication difficulty to be expected to verbally express when they need to use the toilet. It might be more realistic for them to point to a symbol/photograph or picture or use a Makaton sign.



SMART Targets

Relevant

Targets are tailored to the child's individual needs. The targets are linked to the child's desired outcomes.

SMART Targets

Time Bound

SMART targets or outcomes always have a specified date by which it is hoped the child will have successfully achieved them and at this point, the targets should be reviewed to assess progress.

At Grindon Infant School, we offer many different forms of additional provision. Across the next four slides, this provision has been broken up into the four main areas of SEND.

Communication and Interaction Needs

Additional Support

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others, e.g. NELI, Lego Therapy.
- Visual timetables in every class
- Resources provided by Ed Psych or other external agencies
- Now and Next boards
- Flexible approaches to timetables or uniforms
- Modifications to lunch and/or break times
- Enhanced access to additional aids/technology
- Careful planning of transitions , e.g. advanced notice, familiar resources
- Sensory feedback support, e.g. fidget toys, wobble cushions, feet wobble boards
- Sensory circuits
- Sensory/quiet room

Cognition and Learning Needs

Additional Support

- Developmental support for short and long term memory through a range of specific strategies and interventions, e.g. memory joggers in maths
- Resources provided by Ed Psych or other external agencies
- Pre-teaching strategies
- Dyslexia friendly strategies
- Regular, individually focused intervention and flexible groupings
- Increased access to clearly focused small group support, managed by the class teacher and supported by SENDCo
- Increased access to small group support in class
- Practical aids for learning
- Regular, individually focused interventions, e.g. reading, phonics, numeracy
- Phonic development programmes and other resources recommended via termly SENDCo meetings
- Increased access to ICT Programmes
- Access to technical aids
- Adaptations to assessments to enable access
- Curriculum/delivery adaptations to meet the learning needs of individuals
- Frequent repetition and reinforcement

Social, Emotional and Mental Health Needs

Additional Support

- Access to sensory/quiet area, individual work area, mindfulness interventions, daily mindfulness activities, zones of regulation, sensory and/or movement breaks
- Access to counselling services, e.g. CAMHS
- Access to SEMH interventions, e.g. Lego Therapy
- Supported transition programme with chosen Junior school and from nurseries to prepare children to enter our Reception class
- Opportunities to develop Social and Emotional aspects of learning through small group work
- Individualised rewards system
- Early Help Assessments, to secure multi-agency targeted support, as appropriate
- Alternative curriculum opportunities
- Additional opportunities to develop social and emotional aspects of learning
- Small group mindful meditation interventions

Sensory / Physical Needs

Additional Support

- Occupational Therapy support/interventions carried out from advice provided
- Concrete apparatus available to support learning, e.g. gripped rulers, Numicon materials
- Adapted curriculum to enable full access
- Sensory resources available, e.g. wobble foot board, headphones/ear guards, wobble cushion, fidgets
- Access to support for personal care, e.g. school nurse service.
- Small step re-integration of children who have undergone significant medical needs including surgery, linking closely with Paediatric Physiotherapy and Occupational Therapy staff
- Adapted curriculum to enable full access
- Medical needs are supported in line with the following document:

'Supporting Children with Medical Conditions,' DfE 2014, which can be viewed at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building, all children with special educational needs who apply will be accepted by the school.

Accessibility Policy: [School-Accessibility-Plan-2023-2026.pdf](#)

Admissions Policy: [School admissions - Sunderland City Council](#)

Activities outside of school

Grindon Infant School is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.

Staff who are arranging an offsite trip will discuss with parents and the SENDCo any requirements needed and the suitability of any trip which the school is taking part in.

Equality Act: <https://www.gov.uk/guidance/equality-act-2010-guidance>

The Headteacher (Mrs Charlton) oversees all trips to ensure children are safe and included where possible.

Medical

- We have a comprehensive policy covering the administration of medicines in school.

Grindon Infant School Medical Policy:

[Supporting-Pupils-with-Medical-Conditions-January-2025.pdf](#)

On site medical support is provided by our qualified First Aiders including emergency and paediatric First Aid.

- Staff are trained in the administration of Epilepsy medication.
- Children who have more severe medical conditions have detailed Individual Health Care plans (shared with all members of staff where appropriate) which are devised in consultation with parents, school staff and medical professionals. These plans are kept in a medical file situated in the school office.
- Medical needs are supported in line with the following document:
'Supporting Children with Medical Conditions,' DFE 2014 which can be viewed at:
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Complaints Policy

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's class teacher, the SENDCo, Deputy Head Teacher or the Head Teacher to discuss this. They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have. Our SEND Governor could also be contacted.

We will also always be pleased to hear from you about any aspects of our current provision that you feel are working particularly well. We will always try to arrange a meeting at the earliest possible opportunity.

However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out in our **Complaints Policy**:

[Model complaints procedure](#)

Moving Up, Moving On (Transition)

- Children with a special educational need may need additional support to move into a new class, a new part of the school or a completely new school; we call these 'Transitions.'
- We have well established arrangements for class teachers and the SENDCo to meet with each other and new teachers, to share support plans and plan for smooth transitions within school.
- We work closely with all Junior schools and nurseries in the area.
- The transition process will begin early and additional transition visits can be arranged for vulnerable children.
- Meetings are held for the transfer of essential information relating to a child's needs and discussions are held with class teachers, SENDCOs from our school, Nurseries and Junior schools.

Moving Up, Moving On (Transition)

Transition to a new school

- If your child moves to a new school within or at the end of an academic year, Mrs Crowther will contact the new school's SENDCO to ensure they know about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals.
- Broadway Junior school offer additional sessions in the forms of clubs offered to those children in the Summer term who would benefit from additional transition work. Staff also visit our school to meet with children and whole class transition days are planned for.

Transition to a new year group/Key Stage

- Information will be passed onto the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all children with a SEND will be discussed with the new teacher and agreed by Mrs Crowther.
- Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by Mrs Crowther.

Keeping In Touch

Key Contacts:

Mrs Charlton- Head Teacher

Mrs Dugdale- Deputy Head Teacher

Mrs Crowther - SENDCo

Mrs Bramley- School Governor with responsibility for SEND

Website - [Grindon Infant School - Enjoy, Learn, Be Proud](#)

Email - office@grindoninfantschool.uk
send@grindoninfantschool.uk

Telephone number - 0191 340 1931

Sunderland Council website - [Sunderland Home Page - Sunderland City Council](#)

Extra information for parents can be found on the Local Offer Website:

[Local Offer | Sunderland Information Point](#)

Useful Contacts

[Autism Outreach Team](#)

Hylton Lane, Sunderland, SR5 4BW

07776 204 182

sunderlandaot.co.uk

Sunderland Mind

[Sunderland Mind | Sunderland Information Point](#)

Church Street, East Sunderland, SR1 2BB

0191 565 7218, 07483421988

[Special Educational Needs and Disability \(SEND\) Mediation Service | Sunderland Information Point](#)

0191 4784667

Sunderland SENDIASS

[Sunderland SENDIASS \(Special Education Needs and Disabilities Information, Advice and Support Service\) | Sunderland Information Point](#)

0191 537 5764

For more contacts, please visit:

[Local Organisations - Search Results | Sunderland Information Point](#)

Sunderland Local Offer Website:

[Local Offer | Sunderland Information Point](#)

Choice Wellbeing Service

[Choice Wellbeing Service | Sunderland Information Point](#)

07703754945

Daisy Chain Service

[Daisy Chain - Sunderland | Sunderland Information Point](#)

01642 531248

English as an additional language team

[English as an Additional Language \(EAL\) Team | Sunderland Information Point](#)

Grace House

[Grace House North East | Sunderland Information Point](#)

Bardolph Drive, Sunderland, SR5 2DE

0191 597 9191