



Great Gaddesden Church of England School

SEND Information Report 2019-2020

Welcome to Great Gaddesden C of E Primary School SEN Information Report. This document outlines our School Offer in line with the requirements of the SEND Code of Practice (2015). Great Gaddesden Primary School is an inclusive school. We have high expectations for all our children and systems are in place for early identification of barriers to learning and participation. Our staff team strives to ensure every child can reach their full potential.

1. Who is the best person to talk to about my child's difficulties with learning or special educational needs and disabilities?

Any questions, concerns or issues regarding your child's learning and progress should be raised primarily with the class teacher. Depending on the needs of your child our SENCo may then be involved for further discussion, in consultation with you.

Ms Belinda Canham is our Special Educational Needs Co-ordinator (SENCo), she works with us on a Thursday and can be contacted via the School Office or by e-mail Senco@GreatGaddesden.herts.sch.uk. The SENCo is referred to as INCo in this document, the Inclusion Co-ordinator role leads on all SEND.

Special educational needs and provision is categorised in four broad areas of need, as detailed in SEN Code of Practice (2015).

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

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

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Very slow progress is being made
- There are barriers to learning and progress
- There is a change in the pupil's behaviour or progress.



If a parent has any concerns about their child's learning they are encouraged to share these with the class teacher who will then liaise with the INCo to discuss next steps. Direct contact with the Inclusion Coordinator is also encouraged. The class teacher and INCO will always work in partnership to plan next steps to support any child's learning.

3. How will school staff support my child?

- Each pupil's learning will be planned by the class teacher. Quality first teaching provides high quality education to all and teachers adapt and differentiate accordingly to suit their pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas, such as spelling, handwriting, numeracy & literacy skills etc. then an intervention may be delivered. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The intervention will be reviewed regularly and impact measured.
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the INCo and the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight barriers to learning and learning support will be planned.
- A pupil may need support from an outside agency such as the Children's Therapy Team, Occupational Therapy etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

4. How will I know how my child is doing?

- Each pupil's learning is planned by the class teacher, you can talk to the class teacher about how your child is doing.
- Your class teacher will contact you if they have any concerns about your child
- Children with special educational needs have agreed 'desired outcomes' which are set up and reviewed by the class teacher and INCO together. These are outcomes and the strategies used to support them are recorded as an SEN Support Plan and are shared with parents. The support plan is a working document, used by all relevant school staff to ensure that needs are fully met, and progress is evaluated. The INCo and Class Teacher will meet with you to discuss the plan.
- You will be able to discuss your child's progress at Parent Teacher Consultations.
- You will receive an end of year report each year.
- We would encourage any parent who is concerned about their child's progress to contact the class teacher and/or INCO and a meeting to discuss progress/next steps will be arranged. Appointments can be made to speak in more detail to the class teacher or INCO by visiting the school office.

5. How will the learning and development provision be matched to my child's needs?

- The method of identifying and allocating provision follows a graduated approach; the 'Assess, Plan, Do, Review' model of intervention and support. Barriers to learning are identified and assessed and support is planned by drawing on a range of strategies designed to support progress in school. This support is recorded on an SEN Support Plan and reviewed regularly so that provision matches a child's needs.
- The progress of all children is closely monitored and assessed each term. A range of support is available to meet the needs of individual pupils. The INCO and class teacher updates the Provision Map, which highlights all additional provisions, on a termly basis (or half-termly if required) and tracks provision and strategies that have been used.

- Pre- and post intervention assessment information is used to evaluate the effectiveness of additional provisions, and this helps us to ensure that provisions with the greatest impact are used.
- The pupil is asked to share their opinion of how they are doing and what would help them improve.
- An Education Health and Care Plan (EHCP) can be requested for those children with more complex needs.

6. What support will there be for my child's overall wellbeing?

- Wellbeing and pastoral care are a priority for us at Great Gaddesden CofE School.
- We have high expectations of behaviour and support for one another. Our PSHE and SMSC lessons support the pupil's knowledge and understanding of social, moral, spiritual and cultural education and this knowledge is underpinned by our school ethos and values.
- We are a small school and we know our families and the children well.
- We have an experienced team of Teaching Assistants who support learning in the classroom and play at lunchtimes.
- Where it is felt further support is needed there is access to a Family Support Worker, as well as support through DESC, for learning behaviour or emotional regulation support, as well as other well-being services such as play and art therapy, if specialist support is needed.
- Well-being referrals to the School Nurse, Step 2, CAMHS can be actioned if this support is needed.
- Please ensure you contact the class teacher if you have any concerns about your child's wellbeing within school.

7. What specialist services and expertise are available at, or accessed by, the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Speech and Language Therapy Service
- Autism Advisory Teacher
- Educational Psychologist
- School Nurse
- Family Support Worker
- DESC – Decorum Education Support Centre
- Open Toy box play therapy
- Schools Counselling Service
- Haywood Grove SEMH (Social Emotional Mental Health) School
- Woodfield School, Hemel Hempstead Outreach
- ESMA (Education Support for Medically Absent)

8. What training have the staff had, or are having, in supporting children with SEND?

- Our team have ongoing professional development in order to improve skills and maximise the impact of their support.
- The INCO ensures staff attend a multitude of training opportunities each year in order to maintain excellent professional development, and to be able to cascade training to other staff.
- The INCo has the NASENCo award.

9. How will you help me to support my child's learning?



'Treat others exactly as you would like to be treated'. Luke 6:31



- We will work in partnership with you throughout your child's time with us; the closer together we work, the more positive the learning experience and achievement.
- We are here to help you in any way we can – informally, at parent consultation evenings, additional meetings, and through parent workshops.

10. How will I be involved in discussions about planning for my child's education?

- When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. As well as regular discussions with the INCo and class teacher, parent consultation evenings and written reports parents of children with SEND are involved in all stages of the Assess, Plan, Do, review process.
- We would discuss any additional outside agency involvement with you, in advance, and we would always gain your written permission for any external agency involvement.
- Through the review of the SEN Support Plan, we would seek your views and discuss appropriate next steps in your child's learning.
- Additional 1:1 meetings are held with the INCO, and these can be requested by parents at any time.

11. How will my child be included in activities outside the classroom including school trips?

- All children are included in all school activities and trips.
- Staff plan in advance for any additional resources/accessibility issues which might need to be addressed.
- Parents are involved at every stage and the aim is for every child to fully participate in the full life of our school. This includes residential trips.
- Where necessary, risk assessments will be carried out and reasonable adjustments will be made according to each child's needs.

12. How accessible is the school environment?

- One of our classrooms is accessible by stairs. We would make suitable arrangements to accommodate children with mobility needs.
- The school does have one disabled access toilets but no lift to the upper floor.
- There are steps both within school and outside the building to the school.
- Many resources and adaptations are made to the learning environment to improve access to the curriculum for children with disabilities and/or learning difficulties.
- See Accessibility Plan.

13. Who can I contact for further information about accessibility?

- Please contact the Head teacher on 01442 255 734 or at: admin@greatgaddesden.herts.sch.uk
- Please contact the INCo on 01442 255 734 or at: senco@greatgaddesden.herts.sch.uk

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

- We lead detailed transition planning meetings for any child joining or leaving with complex needs. Parents and staff of both schools attend these.
- Within the school, we hold transition meetings with new and outgoing class teachers, plus the INCO, for children moving class who have significant needs.
- We proactively work in partnership with any other feeder schools or receiving secondary schools when appropriate.



15. How are the school's resources allocated and matched to children's special educational needs?

- Our aim is to enable every child to reach their full potential.
- We match support to need, and the INCO monitors and evaluates this on a half-termly basis to ensure provision and need are well matched at all times.
- Progress is monitored very closely by staff and governors, and additional interventions are set up if and when appropriate. Impact is evaluated.

16. How is the decision made about how much support my child will receive?

- Support levels are decided based on a careful analysis of need. This decision is taken by the INCO, Head Teacher and other relevant staff. Support levels may increase or decrease depending on a child's progress and/or changing level of need.
- For a small number of children individual Exceptional Needs Funding may be allocated, with some financial support from the Local Authority.

17. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>

www.hertsdirect.org/localoffer

Please click on the link above, it outlines provision Hertfordshire County Council offers across education, health and social care for children and young people who have SEN or are disabled.

18. Who do I contact if I am not happy about the support my child is getting?

If you have concerns about the support your child is getting, please contact your child's class teacher in the first instance. If, after speaking to your child's class teacher, you don't feel this has resolved the issue, then contact our INCO at senco@greatgaddesden.herts.sch.uk.

If you still feel matters are not resolved then please contact the headteacher, Mrs Wickens, head@greatgaddesden.herts.sch.uk and finally our SEND Governor, Gill Edwards, gedwards@greatgaddesden.herts.sch.uk.



'Treat others exactly as you would like to be treated'. Luke 6:31

