



Graveley C of E Primary School

Special Educational Needs Information Report – 2023-24

The School's Offer is designed to provide information to all stakeholders regarding how our school supports children with Special Educational Needs and Disabilities (SEND). We hope this document provides you with all the information you need regarding the support we are able to offer your child. The document is reviewed annually and to be effective it needs the views of all parents and learners.

<p>What sort of Special Educational Needs and Disabilities do we provide for?</p>	<p>Graveley Primary School is a fully inclusive school and welcomes children of all abilities. It is our statutory duty to ensure that all children's needs are identified and met under the terms of the SEN Code of Conduct.</p> <p>This includes:</p> <ul style="list-style-type: none">• Children with significantly greater difficulties in learning than other children in their age range, in one or more areas of learning.• Children with a disability which prevents them from making use of school facilities. <p>Difficulties may relate to one of the following areas:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Behavioural, social, emotional and mental development• Sensory or physical conditions
<p>How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?</p>	<p>The attainment and progress of all pupils is monitored frequently and consistently. Children working below age appropriate expectations will be identified through regular class monitoring, teacher discussions and termly pupil progress meetings. High quality teaching targeted at the specific areas of difficulty will be put in place and the child's progress monitored over time.</p> <p>If progress continues to be less than expected, we have a staged approach to the further identification of special educational needs.</p> <ul style="list-style-type: none">• Where concerns are raised by the class teacher, a time measured period of observation and monitoring will take place under the supervision of the SENCo (usually a one term period, but this may be reduced under some conditions, for example the transfer of a child with SEN from another setting).• Assessments are carried out and evidence is gathered. Parents are regularly consulted and involved in this process.• Where intervention is necessary, identification of needs takes place. This can be through school based assessment or in some cases through external agencies. An Assess, Plan, Do, Review cycle is begun, which details what provision is put into place to meet the child's needs. This is reviewed termly. <p>Parents who are concerned that their child may have SEND issues should initially speak to their child's class teacher.</p>



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<p>How will school staff support my child?</p>	<p>All children at Graveley Primary School will receive high quality teaching and additional strategies will be put in place to support identified areas of need. The class teacher is responsible for all the children in their class, including those with special educational needs.</p> <ul style="list-style-type: none">• Children may work in a small focus group with teaching targeted at their needs.• Specialist advice from outside agencies may be sought if necessary• Teachers and parents can receive advice from the school's experienced SENCo.• The Headteacher and Governors are committed to ensuring that every child receives the targeted support they require to make sustained progress.• The school employs highly skilled Learning Support Assistants to support small groups or individual children.• Children with identified additional needs receive targeted support through a Personalised Learning Plan (PLP). This is drawn up in consultation with parents/carers, SENCo, class teacher and child. <p><i>The school has an identified Designated Teacher for Children Looked After (CLA) and post CLA. Regular PEP meetings with multi agency professionals identify strengths and difficulties for the child and specific targeted next steps are acknowledged. For post LAC we offer regular consultations with families to discuss and review achievements and set next step targets.</i></p>
<p>How will the learning and development provision be matched to my child's needs?</p>	<p>If additional support and interventions are required, a Pupil Learning Passport (PLPs) will be created to closely matched a child's needs with specific, measurable, and achievable targets (SMART). It will also outline the provision that will be put in place to support pupils in meeting these targets. This may include, but is not limited to:</p> <ul style="list-style-type: none">• High quality teaching from the class teacher.• Careful planning and differentiation according to your child's needs.• Suitable support resources depending on needs.• Small group or one to one support (where appropriate). <p>Regular assessment to assess and review progress is carried out, ensuring that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented. There are also regular meetings and discussions with parents and children.</p>



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<p>How will I know how my child is doing and how will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none">• The school holds regular parent/teacher consultations to discuss your child's learning, development and wellbeing. These usually happen in October and April.• In addition, if your child has a Pupil Learning Passport (PLP), you will be invited into school during the first couple of weeks of each term (September, January, April) to review their plan and set targets for the term, discussing interventions and additional support if necessary. This will be with the Class Teacher.• Half-termly open afternoons give parents an informal opportunity to look at their child's work and to share the learning experience with their children.• Yearly reports are issued in the Spring Term to record progress.• At the end of the academic year, we send home the results of the Statutory Key Stage assessments for children in Years 2 and 6 and a summary of end of year attainment for all other pupils.• Additional communications with the child's class teacher and/or SENCo will be arranged if necessary.• PLP, PEP and EHCP reviews in consultation with parents and child, and regular planned opportunities with parents and carers to gather their views, wishes and feelings.
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff are trained in Safeguarding. We work hard to ensure that all children are treated with respect and feel valued. We adopt the 'Zones of Regulation' approach to support children to understand their own emotions and learn how to self-regulate. We have a positive behaviour policy which is adhered to by all staff, in line with the local authority's approved STEPS behaviour approach</p> <p>Staff are highly skilled in implementing personalised effective behaviour strategies and working closely in liaison with parents and children to ensure strategies are upheld. The school has an identified and trained Mental Health First-Aider (Mrs. Nikki Smith) who is available to provide advice and work with individual pupils, if they are identified as needing support with their mental wellbeing.</p> <p>We aim to develop inclusivity, compassion and understanding amongst the whole school community. We regularly promote awareness of 'difference' through awareness weeks such as Genes for Jeans, and assemblies and workshops on the different disabilities our pupils may come across in their daily lives.</p> <p>Pupil voice and pupil parliament develop children's self-esteem, e.g. giving them responsibilities around the school. Our Year 6 pupils are given special ambassador roles each year, which are specific to their interests and highlight their strengths!. Weekly values covered in class and through collective worship develop social and emotional aspects of learning We offer a wide range of enrichment extra-curricular activities to support children's overall wellbeing.</p> <p>The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people.</p>



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What training have the staff, supporting children and young people with SEND, had or are having?	<p>All teaching staff and the SENCo have 'Qualified Teacher Status' and many of our Learning Support Assistants hold vocational qualifications pertaining to the role of a teaching assistant or equivalent. Additionally:</p> <ul style="list-style-type: none">• In-school training is ongoing on a range of SEND needs, for all staff• Relevant externally provided courses and training are accessed every year for all staff.• Training in quality interventions through the SpLD team at Hertfordshire Integrated Services for Learning.• Training in specific interventions required provided by the Educational Psychology Service, where required.• On-going advice from other outside specialists.• Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation• Comprehensive training programme for all staff including Attachment Disorders, Dyslexia, Autistic Spectrum Disorders, Sensory Processing Difficulties, Speech and Language etc. which is and regularly updated and re-visited.• All staff have received statutory training and are trained in First Aid and Safeguarding. There are a number of specially trained paediatric first aiders and designated staff (DSPs) for safeguarding concerns.
What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none">• All teachers are well trained and supported to a high standard. All learning support assistants receive additional training to deliver appropriate interventions.• The school has direct contact with an Educational Psychologist through telephone consultations.• We have a links with the school nursing team and contact with a Speech and Language Therapist to whom we can directly refer.• Planning meetings, regular support and advice from the SpLD Teacher assigned to our school.• The school can also access outreach services for specific needs such as Visual Impairment, Hearing Impairment, Autism Advisory service, Occupational Therapy, Advisory Teacher for children with specific educational needs etc.• Termly meetings and regular consultation with the Virtual School Link Teacher (for children looked after and previously looked after)
How will my child be included in activities outside the classroom including school trips?	<p>For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. Children with SEND are included on all school trips and when appropriate additional staff are deployed. A discussion with parents is conducted to ensure full and appropriate participation and active engagement of all children and if applicable a child specific risk assessment will be completed.</p> <p>We have a number of different after school clubs run by school staff and outside providers, these are open to all pupils.</p>



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How accessible is the school environment?	<p>The school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled toilet facilities. Where appropriate specialised equipment is provided for children with SEND and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.</p>
Who can I contact for further information?	<p>To contact school-based staff, please call (01438 351377) or email (admin@graveley.herts.sch.uk) the school office to arrange a telephone call or appointment.</p> <ul style="list-style-type: none">• The class teacher• Headteacher – Mrs Nicky Hand• SENCO – Mrs Laura Forster• SEN Governor – Elaine Dunncliffe
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?	<p>The school works closely with parents and all prior or future settings at the time of transition. We enable this through:</p> <ul style="list-style-type: none">• Meetings for parents/carers before children enter the school system, either as a group or 1-to-1.• A comprehensive transition programme for Reception children and their parents, including home visits during the summer term before joining.• There is a detailed transition programme in place for children new to the school or moving to new classes. A whole school transition project is timetabled in June and July to ensure a smooth and positive transition into new year groups and classes.• For children transferring to secondary schools meetings are held with secondary school staff who come into school to meet the children.• Additional visits to secondary schools can be arranged for pupils with SEND.• Both electronic and paper records are transferred and discussed with the receiving school within 15 days of the child leaving the school, according to the Education Regulations Act 2000.



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<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school has an amount identified within its overall budget to support children with SEND. This is used for resources to support the progress of children with SEND, which includes the employment of Learning Support Assistants, buying specialist equipment, books or stationary or providing specialised training for staff.</p> <p>Where a child requires provision as set out in their Education Health and Care Plan, an additional amount of money is assigned to the school, based on the Local Authority's banding tool. This does not necessarily fund a one-1-one LSA to work with the child, but may be used by the school to fund additional LSAs within school to provide the specific targeted support as set out in the child's plan.</p>
<p>How is the decision made about how much support my child will receive?</p>	<p>In consultation with the class teacher, parents, child, SENCO and the Headteacher the amount and type of support offered will be determined by a detailed analysis of a child's needs and barriers to learning. This support is reviewed regularly with amendments being made to the programme of support. Regular review meetings with professionals that may include the child (where appropriate).</p>
<p>What might I be asked to do to support my child?</p>	<p>In consultation with the SENCO a comprehensive sight or hearing test may be suggested to rule out any underlying difficulties the child might have. You will be asked to liaise with your child's teacher to keep school up to date with any changes to your child's development or circumstances outside of school. Attendance at appointments at the Child Development Centre or other NHS agencies may be required to help further understand a child's needs.</p>
<p>What steps should I take if I have a concern about the school's SEN provision?</p>	<p>If parents or carers are unsure or concerned about any aspect of support or provision for their child they should contact the school office to make an appointment to see their child's class teacher or SENCo.</p> <p>Please also see our complaints policy.</p> <p>If your child has an EHCP and are unhappy with provision in place, please contact the SEN team Email: northhertsstevenage.senteam@hertfordshire.gov.uk or Telephone: 01438 843758</p>



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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?

- The authority's local offer of services and provision for children and young people with SEND can be accessed at <http://www.hertsdirect.org/localoffer>
- You may also like to access our local 'Delivering Specialist Provision Locally' (DSPL2) website for information about services local to Stevenage and the surrounding villages. <http://www.stevenagedspl.org.uk>