



# Great Gaddesden Church of England School

## SEN INFORMATION REPORT

### Great Gaddesden Special Educational Needs and Disability Local Offer

March 2017

#### **1. What are the admission arrangements for pupils with Special Educational Needs/Disabilities?**

- The arrangements for the admission of children with disabilities (or Special Education Needs) are very much the same as the admission arrangements for all pupils. However as much detailed information as possible is gathered so that a child's disabilities, within the context of the school, can be rapidly and sympathetically identified and individual arrangements made where necessary.
- Pupils are assisted through programmes delivered in either 1:1 or small group sessions. They may also have in-class support, particularly in Maths or English. Pupils with significant disabilities or special educational needs may have an Educational Health Care Plan or may have practical arrangements outlined on a Personal Educational Passport, ensuring that every effort is made to remove any barriers to learning so that they may access all parts of the curriculum.
- The school seeks to be inclusive to all and has a purpose-built disabled toilet to allow the admission of pupils with moderate physical disabilities.
- All pupils are encouraged to take part in an extensive range of extra-curricular activities at lunch times and after school. Every effort is made to ensure that all pupils are able to participate in the PE curriculum, clubs, trips and residential visits.

#### **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?**

- If our children enter the school at EYFS a home visit will have been completed by our EYFS staff. Parents have the opportunity of sharing any concerns at this point so that we can monitor a child's development.
- Information is sought from other schools when children transfer. Internal baseline assessments are completed within the first few weeks of a child starting at Great Gaddesden CofE School to ensure accurate measures of attainment and 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 Inclusion Coordinator (INCO) to discuss next steps. Direct contact with the Inclusion Coordinator is also encouraged. Class teacher and INCO will always work in partnership to plan next steps to support any child's learning
- Class teachers raise any concerns about children's barriers to learning or progress, to the INCO and plans are set up to meet any needs which have been identified.

#### **3. How will school staff support my child?**

- Children's needs are carefully assessed and monitored. Support is given in order to overcome any barriers to learning and to ensure access to the curriculum at the appropriate level of challenge for each child.

- Support might include additional resources, adult support and/or a differentiated curriculum when appropriate.

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

- Children with special educational needs have personal targets which are set up and reviewed by the class teacher and INCO together. This is then shared with parents, and becomes a working document, used by all relevant school staff to ensure that needs are fully met, and progress is evaluated.
- 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.

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

- The progress of *ALL* children is closely monitored and assessed each term. A range of support is available and this is matched very closely to the needs of individual pupils. The INCO updates the Provision Matrices, which highlights all additional provisions, on a termly basis (or half-termly if required).
- 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.

#### **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 an experienced team of Teaching Assistants who support learning in the classroom and also lead the safeguarding role at lunch times at the school.
- We have a high staff ratio on the playground and staff lead active lunch times, with both adult and child led play.
- 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 Great Gaddesden we have a highly skilled staff team, who all maintain and practice an inclusive approach to teaching and learning.
- Our team of Teaching Assistants have ongoing professional development every year in order to improve skills and maximise the impact of their support.
- We aim to work closely with any medical professionals involved with our children, with parental consent.
- The INCO works very closely with other local schools' SENCOs to share good practice and to maintain professional development.
- Currently we have access to advice and support from:

Speech and Language Therapy Service

Autism Advisory Teacher

Educational Psychologist

School Nurse

Specific Learning Difficulties Base Teacher from Maple Grove – Hemel Hempstead

Family Support Worker

DESC – Decorum Education Support Centre

Open Toy box play therapy

Schools Counselling Service

Haywood Grove SEMH (Social Emotional Mental Health) School

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

- Our team have ongoing professional development every year in order to improve skills and maximise the impact of their support.
- The INCO ensures she attends a multitude of training opportunities each year in order to maintain excellent professional development, and to be able to cascade training to other staff.
- In 2015/16, the SENCO achieved the SEND Award, which developed the school's understanding and awareness of the SEN Code of Practice (published January 2015).
- Staff also attend specialist training, depending on the needs of their particular class/support focus
- Training focus for 2017/18 will be implementing the Autism Education Team training.
- The SENCO has received the SEND Benchmark and Planning Tool training.

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

- 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 and planning for my child's education?**

- We are keen to work as closely with you as you are willing.
- 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 personal targets each term we would seek your views and input 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 resolved.
- 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.

**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.

**13. Who can I contact for further information?**

- Please contact the Head teacher on 01442 255 734 or at:  
[admin@greatgaddesden.herts.sch.uk](mailto:admin@greatgaddesden.herts.sch.uk)
- Please contact the INCO, Candy Jessop, on 01442 255 734 or at:  
[senco@greatgaddesden.herts.sch.uk](mailto: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.
- We have established very good transition procedures with our local secondary schools.

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

- Our aim is to enable every child to be as successful and independent as possible in their learning.
- 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. These are rigorously 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 success 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?**

<http://www.thegrid.org.uk/>

Search 'Local Offer'

#### **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, Candy Jessop at [senco@greatgaddesden.herts.sch.uk](mailto:senco@greatgaddesden.herts.sch.uk). If you still feel matters are not resolved then please contact the headteacher, Mrs Comer, [head@greatgaddesden.herts.sch.uk](mailto:head@greatgaddesden.herts.sch.uk) and finally our SEN Governor, Gill Edwards, [gedwards@greatgaddesden.herts.sch.uk](mailto:gedwards@greatgaddesden.herts.sch.uk).