



Grove Road Primary School Parental Information Report regarding Special Educational Need and Disability (SEND)

1. 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?

The progress and attainment of all pupils are monitored and assessed continuously by the Class Teacher. The Special Educational Needs Co-ordinator (SENCo), Phase Leader and Class Teacher meet to discuss the progress that the children are making and through these meetings children may be identified as not making the expected levels of progress. If there is a concern that the child may have special educational needs (SEND) the SENCo will meet with the parents and the child and further assessments will take place to identify what the barriers to learning are. Parents are encouraged to speak to the class teacher if they have any concerns regarding SEND or their child's progress.

2. How will school staff support my child?

When children have been identified as having SEND, interventions and extra support will be put into place, where appropriate. All children will receive a high quality first teaching and within this, some children will receive a differentiated curriculum or will be working within a supported group. All children have access to apparatus and resources to support their learning; this can range from Multilink Cubes to Writing Frames. These resources will be individualised for children as required.

Some children may be identified as requiring additional support within a targeted intervention group, or for a few children on a 1:1 basis. All interventions are planned to meet the needs of the group or individual. The SENCo monitors and assesses the impact of all the interventions that take place and meets with the Teaching Assistants (TAs) to discuss the children's progress. Class Teachers and TAs work very closely to plan the interventions and the SENCo offers advice and support for all the class teachers and TAs. One of the school governors is responsible for overseeing the SEND provision, to ensure that quality of provision is closely monitored.

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

For children who are supported through an Individual Target Plan (ITP), parents are invited to a review meeting to discuss the progress made towards the individual

targets and to be part of the process of setting new targets for the subsequent term. Both parents and children are encouraged to be involved in these discussions with the Class Teacher. Children will be invited to share their views on the support they have received and how this could be modified. The outcome of the review meetings will allow the school to make adjustments to the provision as required.

Some children will be receiving extra support, but an ITP may not be required and their progress will be discussed at the Parent Consultation Evenings. The SENCo is also available to meet with parents at these evenings. All parents will receive a written annual report during the Summer Term. Parents may make an appointment with their child's Class Teacher and/or SENCo at any time during the year to discuss their child's provision and progress. Those parents who have children working with outside agencies, may be asked to attend further meetings to review the provision and the impact it is having on their child's learning and development. Following the meeting, parents and the school will receive a written report from the outside agency.

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

This will take place through the teacher's assessment and experience of the child, their previous progress and attainment, their development in comparison to their peers and by taking into account the views and experiences of parents and the pupils. This enables the curriculum to be matched to the individual child's needs. This may be through the curriculum being differentiated and by ensuring appropriate resources are available, as required. Children's work is marked, written feedback is given and the children respond to this feedback. Children self-assess pieces of work by marking it with red, amber or green. Steps to Success and Success Criteria are used to enable the children to become independent learners and these may be differentiated according to the individual needs of the children.

5. What support will there be for my child's overall well-being?

All staff provide support for children's social, emotional and mental health needs. The class teachers and support staff are skilled in implementing effective behaviour strategies and working closely with parents and children to ensure strategies are consistent both at home and at school. All staff are familiar with the school's Behaviour Policy and a copy of this can be found on the school's website. The school's Inclusion and SEN Policies can also be found on the website. Children's well-being is supported through the delivery of Personal, Social and Health Education (PSHE), which is part of the curriculum. The four Learning Habits encourage independence, communication, determination and curiosity. All children are part of a House group and attend regular House Forum meetings.

The school adheres to the statutory guidance 'Supporting Pupils at School with Medical Conditions' and all medication is kept in a secure place, only being administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff who work with the child, including lunch time staff. There is a designated school nurse who works together with parents and staff to meet a child's health needs. In some instances this will require referring a child to access a specialist support service. There is an assigned Speech and Language Therapist and Educational Psychologist who work very closely with the school.

The school's SENCo offers support to both children and their families and in addition to this the school has close links with the Dacorum Education Service Centre (DESC), who can work with individuals or groups of children. The schools in Tring have a designated School Family Worker, who also works closely with both the school and individual families.

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

The school has a dedicated SENCo along with a team of experienced TAs who are led by the SENCo when working with children who have additional needs. TAs, along with the Class Teachers work closely with outside agencies to ensure recommendations are put into place. The school has a link Educational Psychologist, Speech Therapist and School Nurse to whom they can directly refer. The School Nurse is then able to refer to different health services.

Specialists who work with the school may include behaviour support services, the Communication Disorders Team, the Specific Learning Difficulties Base, the Visual Impairment Service and the Hearing Impairment Service. Other agencies may become involved as required.

7. What training have the staff who support children with SEND had?

All staff are trained in Safeguarding and a large number in first aid. There are specially trained paediatric first aiders in the school. The Headteacher is the Designated Senior Person for Safeguarding (DSP) and there are two further members of staff acting as deputies.

All SEND staff regularly receive training to develop specialisms to ensure that there is a wide range of skills and expertise in all areas of SEND. Staff have attended training in Speech and Language Support, Autism, literacy and numeracy interventions, reading interventions and in using the Step On behaviour strategies. Some staff have attended training run by the ADD-Vance ASD and ADHD support service and all staff have access to relevant NHS and county run courses.

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.

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

Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Termly consultations are based on the graduated, 'Assess, Plan, Do and Review' procedure.

Homework grids are sent home on a half termly basis and parents are encouraged to help their children choose appropriate tasks and support them as required. Alongside this children can benefit from regular reading, times table and spelling practise with their parents. Each child has a Reading Diary where parents are able to keep a record of their child's reading and communicate with the teacher.

Year Group newsletters are produced each term so that parents are informed which topics will be covered. In Nursery and Reception parents are invited to come into school during the Busy Fingers session and in KS1 a weekly parent/child activity session is held. Parents are able to make an appointment to meet their child's teacher and/or the SENCo, informally after school, to discuss how they can further support their child at home. In some cases the communication between home and school can be in the form of a Home/School Link Book. Curriculum Information Evenings also support parents to help their children at home.

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

There are formal occasions such as Parent Consultation Evenings where parents are involved in discussions about their child's education however we have an 'open door' policy where parents are usually able to speak to a teacher briefly before or after school to pass on a message/ piece of information. Parents are able to telephone to arrange for a teacher to call them back or email via the school office if there is a particular issue they wish to discuss. Parents of children with SEND are regularly involved in discussions through reviews.

For those children who are supported through the Education Health and Care Plan (EHCP), a county SEN officer can offer support and guidance alongside the Parent Partnership Advisor, who offers advice to parents of all SEND children. Please see below for contact details.

Parent Partnership Service (SEN)	
Website: www.hertsdirect.org/parentpartnership	01992 555847
Email: parent.partnership@hertfordshire.gov.uk	

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

The school endeavours to include all children in all activities, making reasonable adjustments where necessary. Where possible and when appropriate the school will seek advice and obtain specialist equipment to aid learning for pupils with specific difficulties.

School trips will be assessed for accessibility to all of our children and a risk assessment is undertaken to ensure that each child is kept safe from harm. Some children will have an individual risk assessment. All children with SEND are included on school trips and when appropriate, additional staff are deployed. Parents of SEND children are consulted to ensure full participation and active engagement during school outings.

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11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible and

has disabled toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs 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. An annual accessibility audit is carried out and the Accessibility Plan can be found on the school website.

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12. Who can I contact for further information?

You can contact your child's Class Teacher with any initial queries or concerns. Further discussions can take place with the school's SENCo or Headteacher, who can be contacted by telephone (01442 822056) or email (admin@groveroad.herts.sch.uk) and are available to meet with parents. The county's Parent Partnership Advisor is available to offer advice to all parents of children who have SEND.

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13. 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?

Secondary transfer will involve communication with the receiving school's SENCo. Throughout this process, the receiving school will be made aware of your child's needs and they will begin to consider how they will be best met in the secondary setting. During this process the secondary 'School Offer' should be available to you. Tring Secondary School organises extra familiarisation visits for those children who have SEND.

If your child has an EHCP, they will be subject to a statutory annual review process that will encompass transition to and from other school settings. Children with an EHCP will also be offered termly meetings with the Class Teacher, SENCo and parents to review progress against targets set out in the EHCP.

If a child transfers to a new school prior to year 6, the SENCo will liaise with the new school to share relevant information and to pass on records.

Children with SEND will take part in extra transition sessions in order to support them as they move into a new year group. Where possible they will meet their new teacher and TA, creating a photographic booklet to refer to during the Summer break.

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

Support for children with SEND will be financed by the school from their devolved budget and is managed on a needs lead basis by the SENCo and Headteacher. This is used to employ TAs, provide specialist training for staff or to purchase resources to meet the needs of children with SEND. Children with an EHCP are provided for with particular attention given to the needs and requirements specified in their EHCP.

Where a child requires provision which exceeds the nationally prescribed threshold, additional, top-up funding can be applied for through the local authority. (Exceptional Needs Funding). This funding is allocated to a minority of children or cluster group based upon their needs being complex and extreme. Parents will be involved in any decisions to apply for this funding.

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

The amount and type of support offered to a child is determined by a detailed assessment of a child's needs and whether they are struggling to meet age related expectations due to barriers to learning. If an outside agency is involved, they may make recommendations about the level of support that a child needs. Any support given is reviewed regularly and adjustments will be made if required. The emphasis is on early identification and targeted effective support to minimise any long term need for additional support.

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16. 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 local authority is duty bound to publish what they are offering to families of children with SEND. This is referred to as 'The Local Offer' and explains what resources and services are available for children and young people up to aged 25. For more details on this visit the website www.hertsdirect.org/localoffer.