

Graveley Primary School

School Offer Information:

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).

At Graveley Primary School we are fully supportive of inclusion and strive to ensure that all our pupils make excellent progress. For the majority of children this will be through Quality First Teaching in the classroom. However, for some children there are times when additional support will be needed to help them achieve their targets. The Code of Practice 2014 defines SEN as follows:

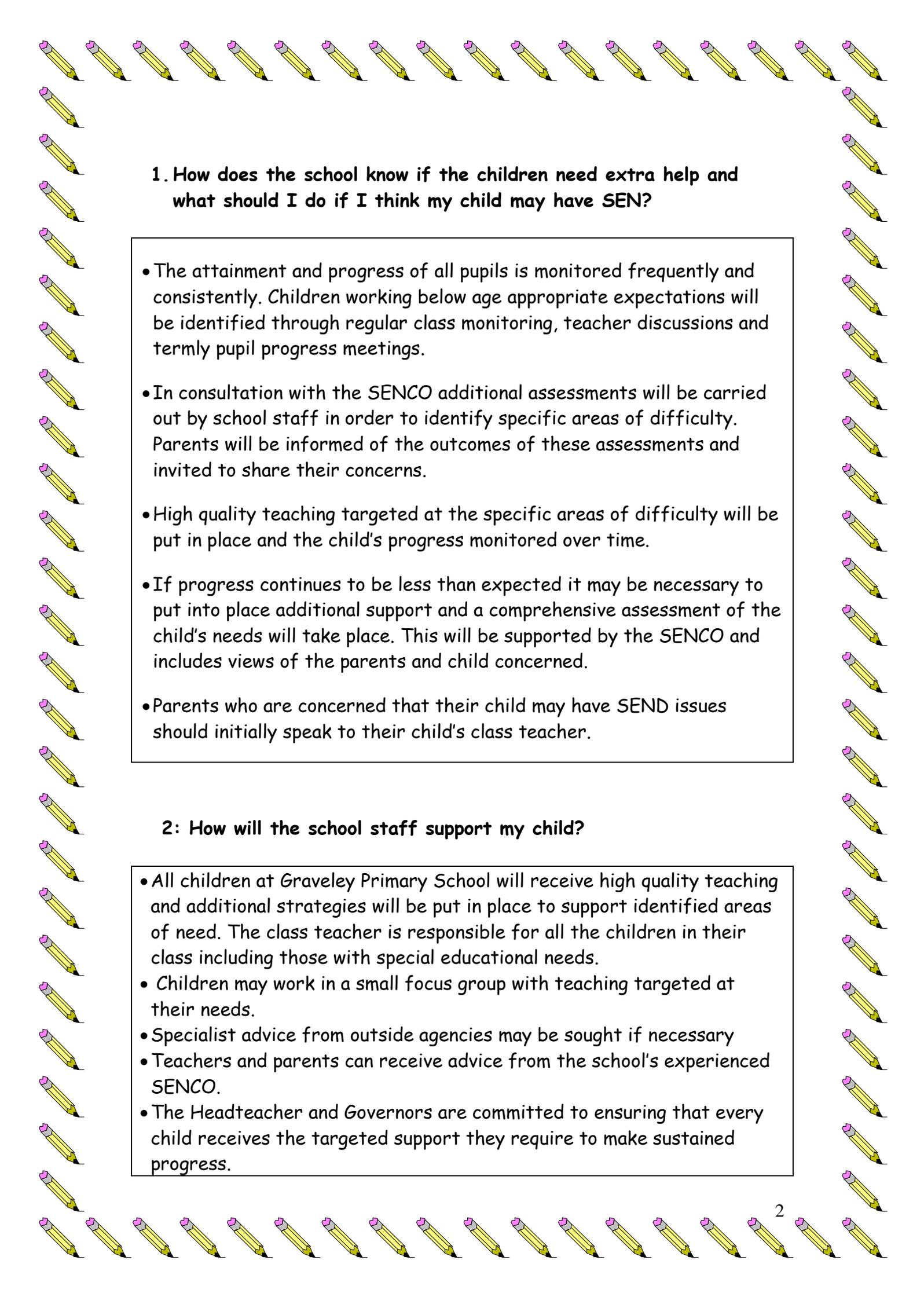
"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

The four areas of special educational need and disability listed in the Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

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,

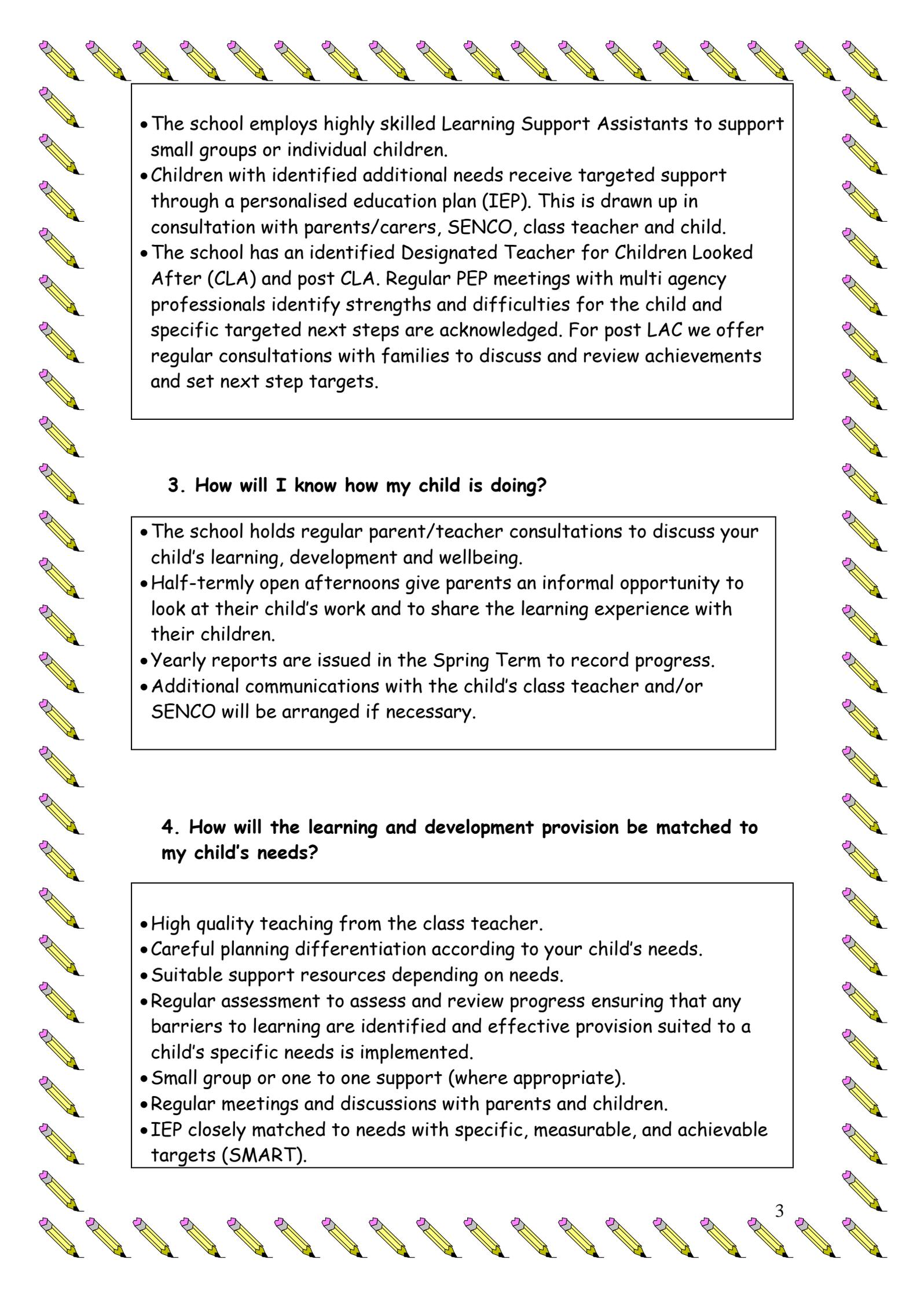


1. How does the school know if the children need extra help and what should I do if I think my child may have SEN?

- 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.
- In consultation with the SENCO additional assessments will be carried out by school staff in order to identify specific areas of difficulty. Parents will be informed of the outcomes of these assessments and invited to share their concerns.
- High quality teaching targeted at the specific areas of difficulty will be put in place and the child's progress monitored over time.
- If progress continues to be less than expected it may be necessary to put into place additional support and a comprehensive assessment of the child's needs will take place. This will be supported by the SENCO and includes views of the parents and child concerned.
- Parents who are concerned that their child may have SEND issues should initially speak to their child's class teacher.

2: How will the school staff support my child?

- 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.
- 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.

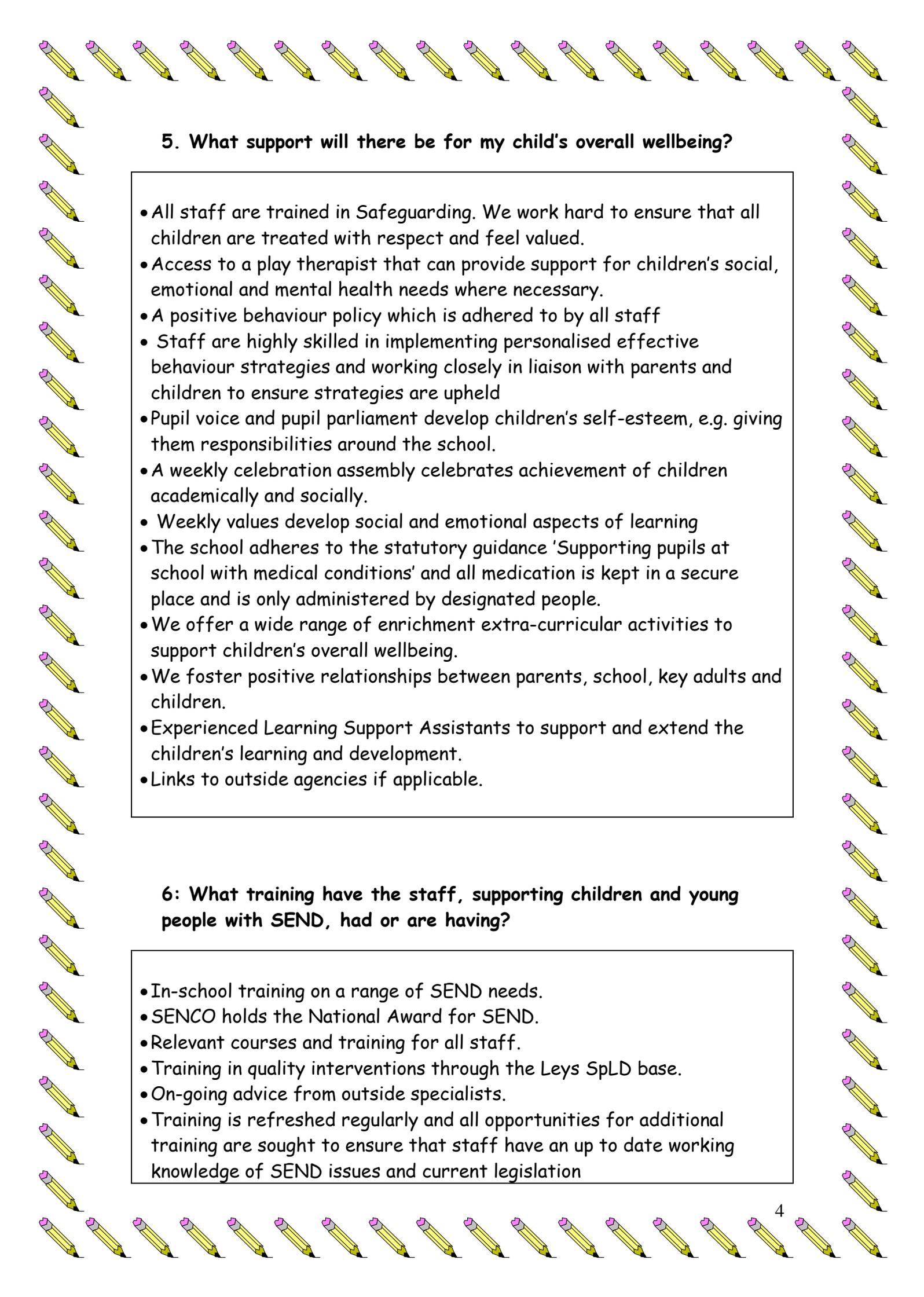
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- The school employs highly skilled Learning Support Assistants to support small groups or individual children.
 - Children with identified additional needs receive targeted support through a personalised education plan (IEP). This is drawn up in consultation with parents/carers, SENCO, class teacher and child.
 - 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.

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

- The school holds regular parent/teacher consultations to discuss your child's learning, development and wellbeing.
- 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.
- Additional communications with the child's class teacher and/or SENCO will be arranged if necessary.

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

- High quality teaching from the class teacher.
- Careful planning differentiation according to your child's needs.
- Suitable support resources depending on needs.
- Regular assessment to assess and review progress ensuring that any barriers to learning are identified and effective provision suited to a child's specific needs is implemented.
- Small group or one to one support (where appropriate).
- Regular meetings and discussions with parents and children.
- IEP closely matched to needs with specific, measurable, and achievable targets (SMART).

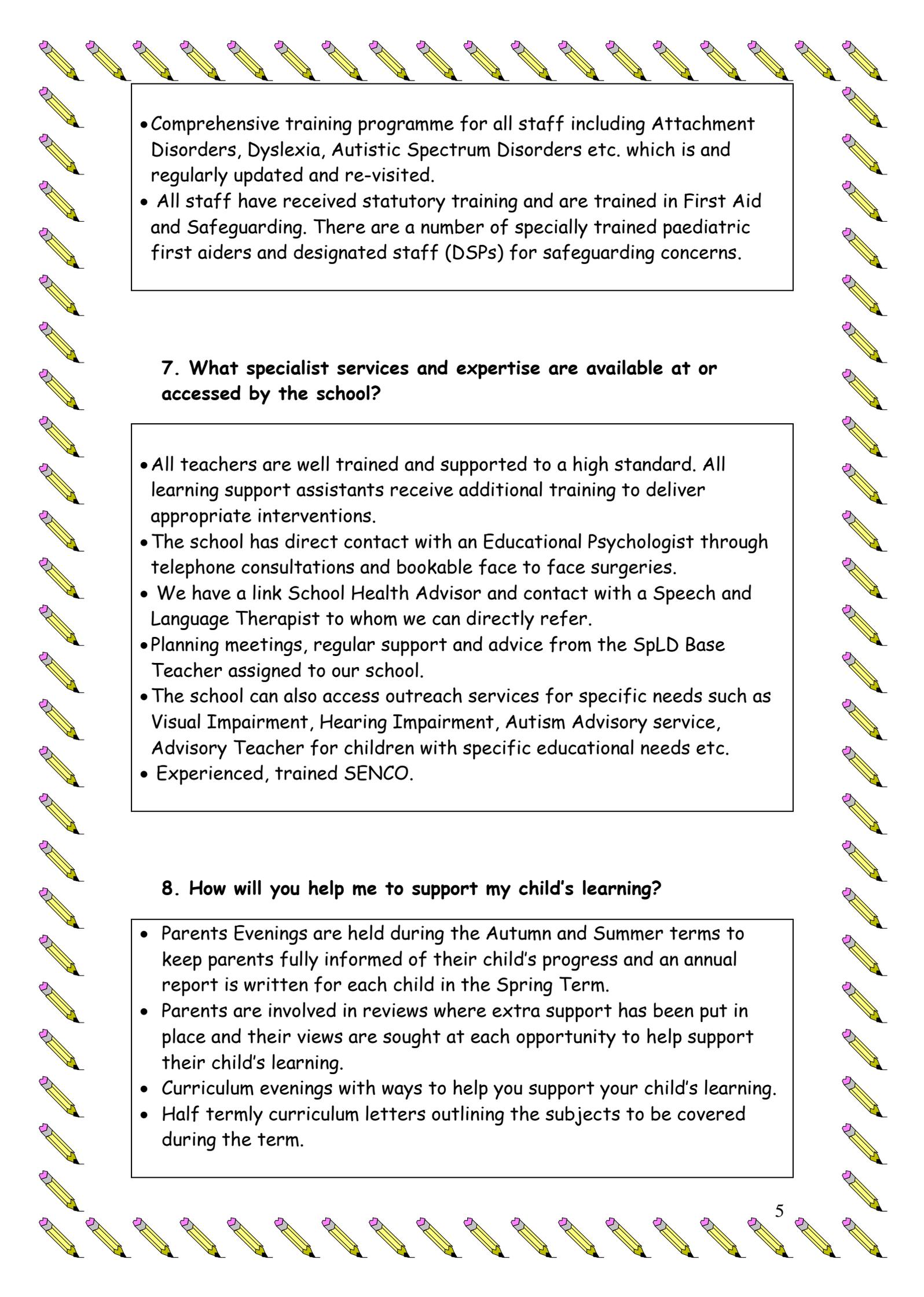


5. What support will there be for my child's overall wellbeing?

- All staff are trained in Safeguarding. We work hard to ensure that all children are treated with respect and feel valued.
- Access to a play therapist that can provide support for children's social, emotional and mental health needs where necessary.
- A positive behaviour policy which is adhered to by all staff
- Staff are highly skilled in implementing personalised effective behaviour strategies and working closely in liaison with parents and children to ensure strategies are upheld
- Pupil voice and pupil parliament develop children's self-esteem, e.g. giving them responsibilities around the school.
- A weekly celebration assembly celebrates achievement of children academically and socially.
- Weekly values develop social and emotional aspects of learning
- 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.
- We offer a wide range of enrichment extra-curricular activities to support children's overall wellbeing.
- We foster positive relationships between parents, school, key adults and children.
- Experienced Learning Support Assistants to support and extend the children's learning and development.
- Links to outside agencies if applicable.

6: What training have the staff, supporting children and young people with SEND, had or are having?

- In-school training on a range of SEND needs.
- SENCO holds the National Award for SEND.
- Relevant courses and training for all staff.
- Training in quality interventions through the Leys SpLD base.
- On-going advice from 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

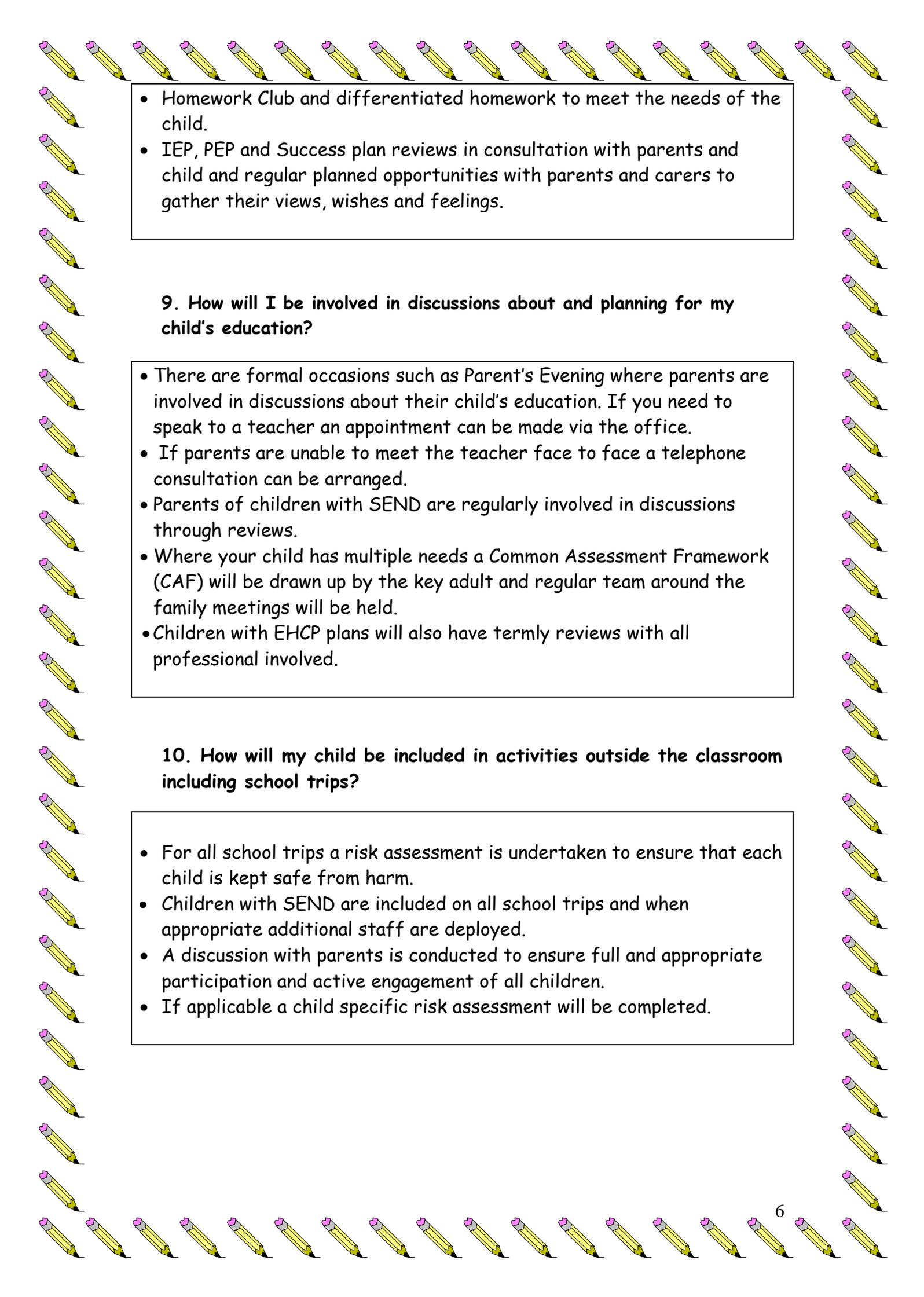
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- Comprehensive training programme for all staff including Attachment Disorders, Dyslexia, Autistic Spectrum Disorders etc. which is and regularly updated and re-visited.
 - All staff have received statutory training and are trained in First Aid and Safeguarding. There are a number of specially trained paediatric first aiders and designated staff (DSPs) for safeguarding concerns.

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

- 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 and bookable face to face surgeries.
- We have a link School Health Advisor and contact with a Speech and Language Therapist to whom we can directly refer.
- Planning meetings, regular support and advice from the SpLD Base Teacher assigned to our school.
- The school can also access outreach services for specific needs such as Visual Impairment, Hearing Impairment, Autism Advisory service, Advisory Teacher for children with specific educational needs etc.
- Experienced, trained SENCO.

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

- Parents Evenings are held during the Autumn and Summer terms to keep parents fully informed of their child's progress and an annual report is written for each child in the Spring Term.
- 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.
- Curriculum evenings with ways to help you support your child's learning.
- Half termly curriculum letters outlining the subjects to be covered during the term.

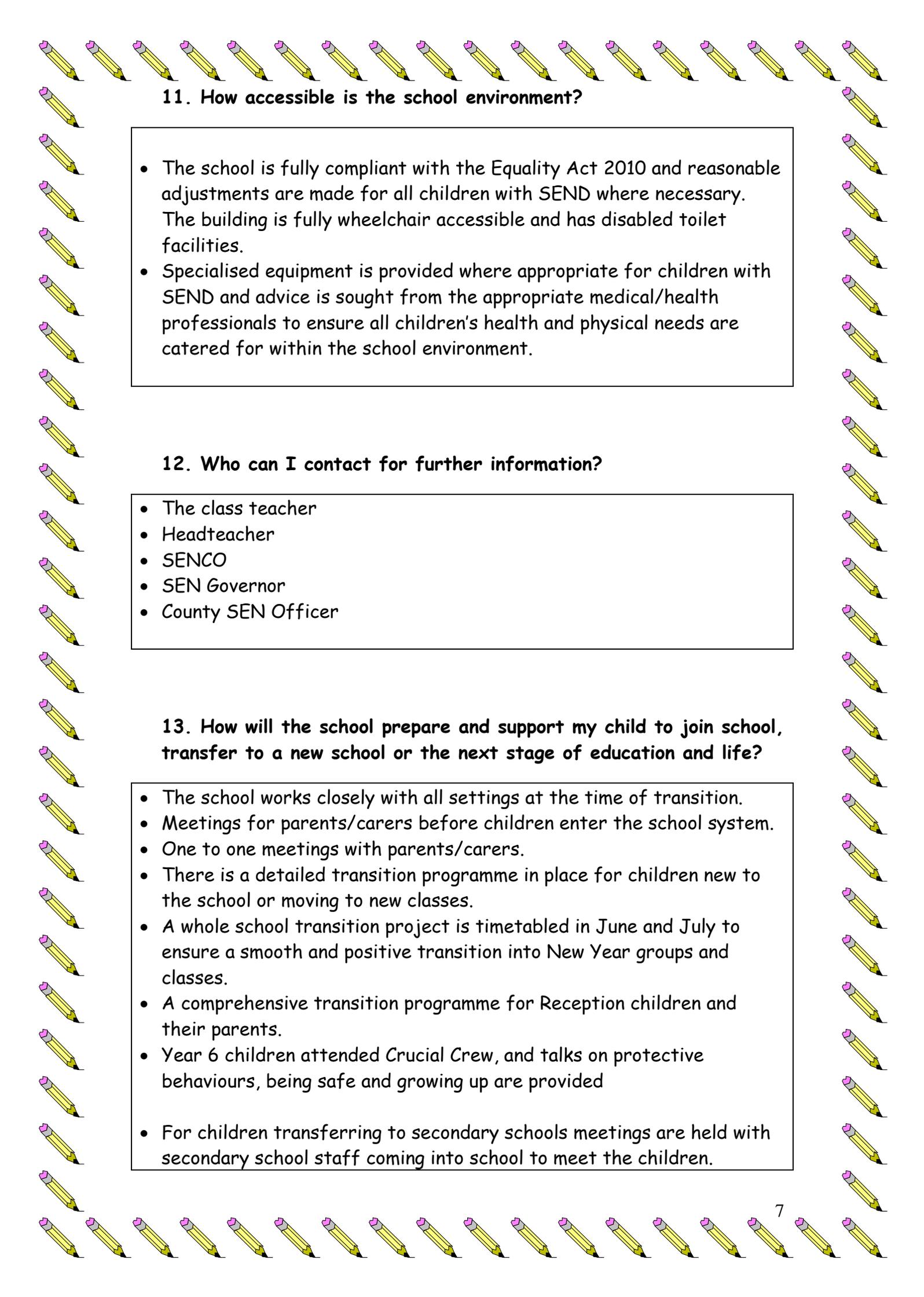
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- Homework Club and differentiated homework to meet the needs of the child.
 - IEP, PEP and Success plan reviews in consultation with parents and child and regular planned opportunities with parents and carers to gather their views, wishes and feelings.

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

- There are formal occasions such as Parent's Evening where parents are involved in discussions about their child's education. If you need to speak to a teacher an appointment can be made via the office.
- If parents are unable to meet the teacher face to face a telephone consultation can be arranged.
- Parents of children with SEND are regularly involved in discussions through reviews.
- Where your child has multiple needs a Common Assessment Framework (CAF) will be drawn up by the key adult and regular team around the family meetings will be held.
- Children with EHCP plans will also have termly reviews with all professional involved.

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

- 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.
- If applicable a child specific risk assessment will be completed.



11. How accessible is the school environment?

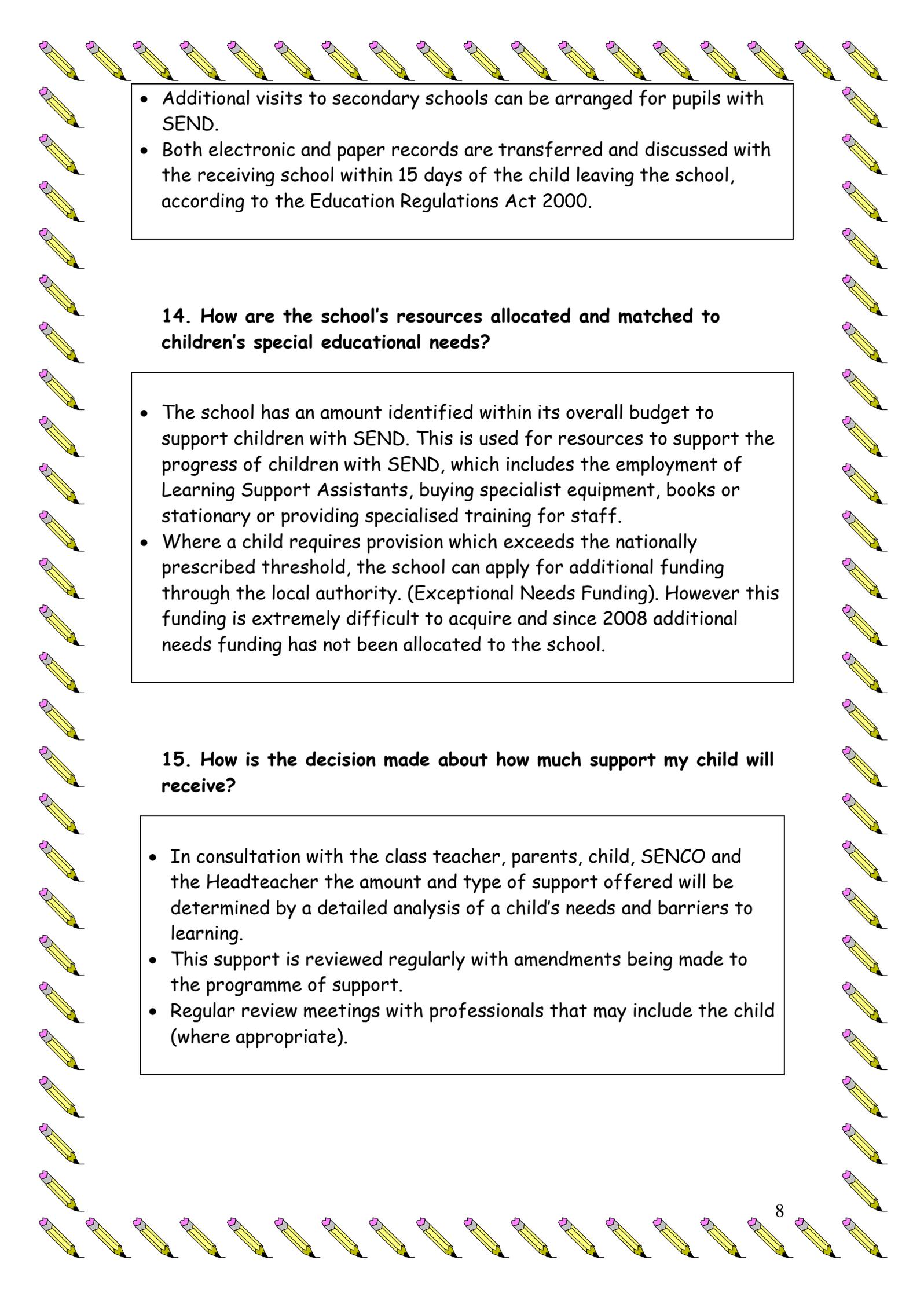
- The school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The building is fully wheelchair accessible and has disabled toilet facilities.
- Specialised equipment is provided where appropriate for children with SEND and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

12. Who can I contact for further information?

- The class teacher
- Headteacher
- SENCO
- SEN Governor
- County SEN Officer

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

- The school works closely with all settings at the time of transition.
- Meetings for parents/carers before children enter the school system.
- One to one meetings with parents/carers.
- 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.
- A comprehensive transition programme for Reception children and their parents.
- Year 6 children attended Crucial Crew, and talks on protective behaviours, being safe and growing up are provided
- For children transferring to secondary schools meetings are held with secondary school staff coming into school to meet the children.

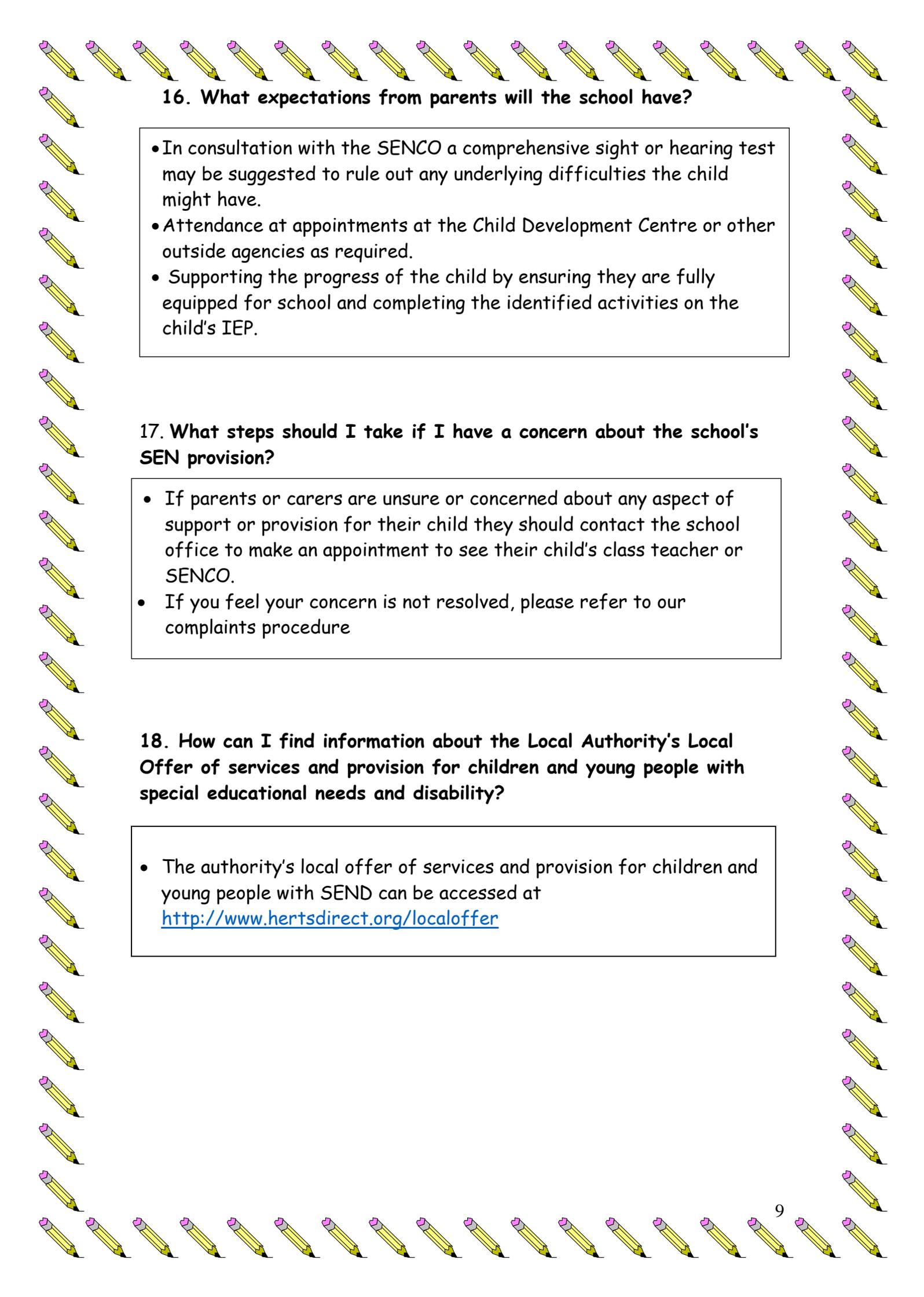
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- Additional visits to secondary schools can be arranged for pupils with SEND.
 - Both electronic and paper records are transferred and discussed with the receiving school within 15 days of the child leaving the school, according to the Education Regulations Act 2000.

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

- 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.
- Where a child requires provision which exceeds the nationally prescribed threshold, the school can apply for additional funding through the local authority. (Exceptional Needs Funding). However this funding is extremely difficult to acquire and since 2008 additional needs funding has not been allocated to the school.

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

- 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).



16. What expectations from parents will the school have?

- In consultation with the SENCO a comprehensive sight or hearing test may be suggested to rule out any underlying difficulties the child might have.
- Attendance at appointments at the Child Development Centre or other outside agencies as required.
- Supporting the progress of the child by ensuring they are fully equipped for school and completing the identified activities on the child's IEP.

17. What steps should I take if I have a concern about the school's SEN provision?

- 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.
- If you feel your concern is not resolved, please refer to our complaints procedure

18. 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>