

# **Graveley Cof E Primary**

## **SEND Information Report**

### **2025 – 2026**

## Our School

At Graveley Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

### September 2025 Information

Graveley currently has 100 children on role (September 2024)

There are currently 35 children on SEND register with a range of needs from universal to specialist. (40% compared to last year 34% a rise in 6%)

9% of children have an EHCP and 31 % of children have a SEND Support Provision Plan.



### 2Meet our SENDCO



The SENDCO is Laura Forster

If you would like to contact Mrs Forster, please call school on 01438351377 or email [senco@graveley.herts.sch.uk](mailto:senco@graveley.herts.sch.uk)



### Special Educational Needs

At Graveley Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



At Graveley we work closely as a team and if staff have a concern about a child, they fill in an Early Help form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. SEN Support Plans (SSPs) 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.

## Identifying and Assessing Need

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the pre key stage standards, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the local offer, SEND toolkit and seek advice from the SENCo to help support children's learning within the classroom.

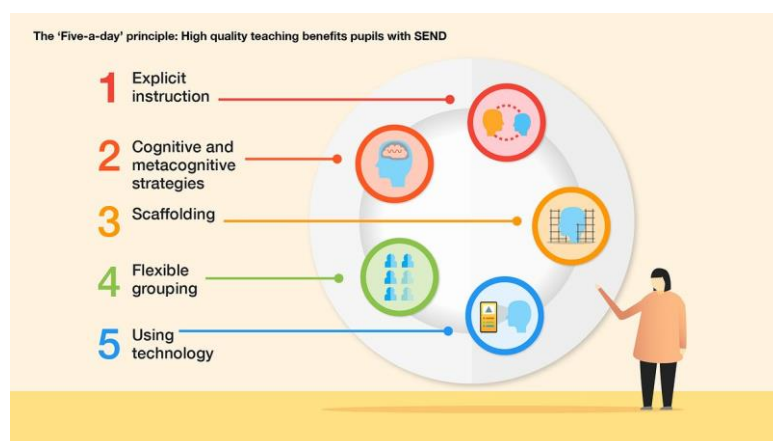


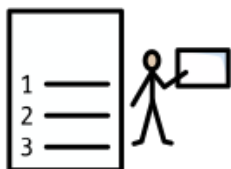
## Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

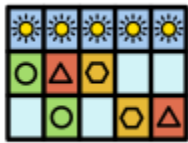
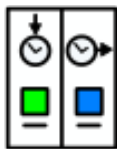


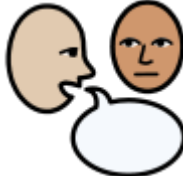







Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.





## Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.


We also seek advice and equipment from outside agencies as and when the need arises.

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 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.

## Children's Well being

All staff are trained in Safeguarding. We work hard to ensure that all children are treated with respect and feel valued.

	<p>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 Therapeutic Thinking 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. Nicky Hand) 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>
 <p><b>Parent Consultations</b></p>	<p>At Graveley Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>Laura Forster is available at parent consultations to discuss any concerns.</p> <p>We also hold three coffee mornings/afternoons a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Graveley, direct to training courses and support groups and offer opportunities to meet up with outside agencies.</p> <p>For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home.</p> <p>During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.</p>



## Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



## Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Regularly update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



## Staff Training

At Graveley School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.










When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning

difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Autism	Makaton – Level	Phonics (catch-up)	Safeguarding
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation (Unconditional Positive Regard)	Attachment	Reading for those who struggle	Sensory needs





## Transition Support

### Nursery to Reception




We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions in the second half of the summer term in preparation for their September start.



	<p>Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.</p> <p><b><u>End of Year transition</u></b></p> <p>When children move class or has a change of teacher, we provide transition sheets which include photos of the teacher, TA and classroom environment.</p> <p>We hold 4 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.</p> <p>Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p> <p>Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Personal Learning Plans and One Page Profiles.</p> <p><b><u>Secondary Transition</u></b></p> <p>We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.</p> <p><b><u>Mid-Year new starters</u></b></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We also arrange transition visits, frequency and duration are arranged to meet the needs of the pupil.</p>
 <p><b>Outside Agencies</b></p>	<p>We work with the following agencies to provide support for children with SEND:</p> <p>SEND SAS/ISL DSPL2 Educational Psychology Service, School Health Advisory Service, Speech and Language Therapy, Behaviour Support Service.</p> <p>Termly meetings and regular consultation with the Virtual School Link Teacher (for children looked after and previously looked after)</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will contact you to share the advice.</p>
 <p><b>Clubs and Trips</b></p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips such as residential and overnight stays at school.</p>



	<p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>										
 <p><b>Complaint Procedure</b></p>	<p>Your first point of contact is your child's class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCo/Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Dave Marriott – Chair of Governors Elaine Dunncliffe – SEND Governor</p> <p>If your child has an EHCP and are unhappy with provision in place, please contact the SEN team Email: <a href="mailto:northhertsstevenage.senteam@hertfordshire.gov.uk">northhertsstevenage.senteam@hertfordshire.gov.uk</a> or Telephone: 01438 843758</p>										
 <p><b>Hertfordshire Local Offer</b></p>	<p>The Hertfordshire Local Authority Local Offer can be found at <a href="https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</a></p> <table border="1"> <tr> <td>SENDIASS</td><td>01992 555847 <a href="mailto:info@hertssendiass.org.uk">info@hertssendiass.org.uk</a></td></tr> <tr> <td>Herts Parent Carer Involvement</td><td>07840 360245</td></tr> <tr> <td>Neuro Diversity Hub</td><td>01727 833963</td></tr> <tr> <td>Education Support for Medical Absence (ESMA)</td><td>01442 454 802</td></tr> <tr> <td>School Nursing Duty Line</td><td>0300 123 7572</td></tr> </table>	SENDIASS	01992 555847 <a href="mailto:info@hertssendiass.org.uk">info@hertssendiass.org.uk</a>	Herts Parent Carer Involvement	07840 360245	Neuro Diversity Hub	01727 833963	Education Support for Medical Absence (ESMA)	01442 454 802	School Nursing Duty Line	0300 123 7572
SENDIASS	01992 555847 <a href="mailto:info@hertssendiass.org.uk">info@hertssendiass.org.uk</a>										
Herts Parent Carer Involvement	07840 360245										
Neuro Diversity Hub	01727 833963										
Education Support for Medical Absence (ESMA)	01442 454 802										
School Nursing Duty Line	0300 123 7572										
 <p><b>Feedback</b></p>	<p>"We are pleased with how our child has settled into Foxes and the support put in place for him."</p> <p>"The school knows what our child needs"</p>										