



# Grateley Primary School

*Teamwork, Respect, Enthusiasm, Excellence*

*A school where every child becomes a lifelong learner and realises their potential.*

## **Grateley SEN Information Report To Parents September 2023**

### **Introduction**

Grateley Primary School is a mainstream school which values children equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs. We support the vulnerable pupils in the school, in partnership with their parents/carers and other professionals to enable them to achieve their best in becoming more confident and independent learners.

### **Identification**

#### **How does your education setting know if children/young people need extra help?**

At Grateley we identify children as having SEN in a variety of ways including:

- *Liaising with pre-schools/previous schools.*
- *Tracking children's progress and identifying those working below age expected levels.*
- *Concerns raised by parents.*
- *Concerns raised by teachers and LSAs.*
- *Health diagnosis through paediatrician.*

To assist with identification we actively seek and value the advice and support given by outside agencies, including:

- *Hampshire Education Psychology Service*
- *Behaviour Support Service*
- *Social Services*
- *Speech and Language Service*
- *Occupational Therapy Service*
- *Community Paediatrician*
- *School Nurse*
- *Outreach support from specialist schools and teachers*
- *CAMHS*
- *Physiotherapy*

#### **What do I do if I think my child has special educational needs?**

- If you have concerns about whether or not your child might have Special Educational Needs please come in and talk to us. You can contact your child's teacher, our School SENDCO (Miss M Stanley) or the Acting Head Teacher (Mrs A Norman)
- We believe that parents/carers are a key factor in their child's education. We value building positive, open relationships that enable a two-way sharing of successes and concerns.

## **How will the school support my child?**

### **Roles and Responsibilities**

- The Special Needs Co-ordinator (SENDCo) is a member of staff responsible for the overview of the education of pupils with Special Educational Needs. Miss Maeve Stanley, is the SENDCO at Grateley and can be contacted on 01264 889240.
- The SENDCO reports to the Governors every term to inform them about the progress of children with Special Educational Needs; this report does not refer to individual children and confidentiality is maintained at all times. –  
One of the Governors is responsible for Special Educational Needs and meets regularly with the SENDCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the Special Educational Needs budget with the overall aim that all children receive the support they need in order to make progress.

## **How will the curriculum at your setting be matched to my child's needs?**

- We recognise that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.
- Teachers are responsible for planning for the needs of Special Educational Needs pupils in all lessons through appropriate differentiation and additional adult support where necessary.
- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

## **How will the education setting staff support my child?**

- Our SENDCO and Head Teacher oversee all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with Special Educational Needs in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- If your child is on the Special Educational Needs register they will have a support plan which details the learning needs that your child has and learning strategies that are successful within the classroom. This will also have individual or group targets. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex Special Educational Needs they may be part of an IPA (Inclusion Partnership Agreement) or have an EHCP (Education Health Care Plan), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

## **How is the decision made about what type of and how much support my child will receive?**

- Pupils with difficulties are highlighted early and further diagnostic assessment is undertaken by the SENDCO and Class Teacher to identify the support required for the pupil to make progress.
- Support can include:
  - o Differentiated teaching in class.

- Small group intervention for specific targets and time bound programmes.
- 1:1 interventions for specific targets and time bound programmes.
- Delivering specific programmes eg: speech and language therapy.
- Provision of specialist equipment where needed.
- Decisions about extra support are made in discussion with staff, parents/carers and other agencies such as Speech and Language Therapy, Behaviour Support Service, Educational Psychology Service.
- The support is planned as part of a class provision map or individual plan which is shared with parents/carers.
- Depending on the level of need, we can make extra support or specific access arrangements available for assessment and test situations.

### **How do we know the support has had impact?**

- By reviewing children's targets on individual plans and ensuring they are being met
- The child is making progress academically against national/age related expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the Special Educational Needs register when they have 'caught up' or made sufficient progress.

### **How does the school know how well my child is doing?**

- As a school we measure all children's progress in learning against National Expectations.

### **Expectations and age related expectations.**

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including national expectations for reading, writing and maths, reading and spelling ages, phonics and diagnostic screens.
- Children who are not making expected progress are picked up through Review meetings with the class teacher and head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's individual plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- If a child is part of a group or one to one intervention, their progress will be tracked through a short assessment at the beginning and end to measure impact.

### **What opportunities will there be for me to discuss my child's progress?**

- We are committed to working in partnership with parents. You are welcome to make an appointment at any time to meet with your child's class teacher or SENDCo to discuss how your child is getting on. We can share their successes and offer practical ways you can support your child at home.
- As well as an annual written report and two parents' evenings, a child with Special Educational Needs will have a support plan which includes small measurable targets that are reviewed regularly and there will be opportunities each term for you to meet with your child's class teacher to discuss their progress and next steps.

- If your child receives support from an outside agency you will be invited in to meet with them when they visit for an assessment or observation. You will be able to hear about their findings and the next steps for your child. They will also provide you with a written report.

### **How will the school decide what and how much extra support my child needs?**

In the first instance, the class teacher in discussion with the SENDCo, will identify any additional learning needs a child may have. On occasion, parents may share their observations with the class teacher which may also prompt a discussion with the SENDCo. The type of intervention to support a child's need will then be identified so that the individual is able to access the additional provision. Different children will require different levels and types of support. This will help them to 'bridge a gap' in their learning. The support a child receives will be monitored carefully and discussed with parents and carers throughout the academic year.

### **How are resources allocated to match the needs of students?**

We ensure that the needs of all children with SEN are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. Complex needs are given the most support often involving a Teaching Assistant (TA). Children who have complex needs may require additional funding through the school's application for SENSA funding or an E.H.C Plan. We have a range of assessment tools, interventions and support programmes that are allocated according to the children's needs. We have a team of Teaching Assistants who are funded from the SEN budget to provide in class support and deliver programmes designed to meet groups of children's needs. Subject to individual needs, the school will seek advice from, or liaise with, professionals from a range of outside agencies including the Speech and Language Therapy (SALT), Occupation Therapy (OT) service, Educational Psychologists (EP), Child and Adolescent Mental Health Support (CAMHS) etc.

### **Pastoral Care**

#### **What pastoral, social and medical support is available for my child?**

- We are a caring team who believe that high self-esteem and confidence is vital to a child's success, development and wellbeing. We are inclusive and recognise the rights of every child to flourish and thrive as a valued member of our school community.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has a part-time ELSA (Emotional Literacy Support Assistant) to support children who need emotional support. ELSA who works under the direction of the SENDCo.

#### **How does the school manage the administration of medicine and provide personal care?**

- The school has a policy regarding the administration and managing of medicines on the school site.
- If a child needs to take medicine during the school day parents/carers must obtain and fill in a consent form from the school office. When you have completed this the Office Staff will liaise with you over administration arrangements.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

#### **What support is there for behaviour to avoid exclusions and increase attendance?**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions has reduced and the progress of children with Individual Behaviour Management Plan has improved.
- Attendance of every child is monitored on a daily basis by the Head Teacher, Administration Officer and Class Teachers. Lateness and absence are recorded and reported upon to the Head Teacher. Where a child has attendance issues the Class Teacher or member of the School Leadership Team will meet with the parent to discuss attendance and may set attendance targets.

### **How will my child be included in activities outside the classroom including school trips?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- Where the level of need requires, parents are involved in the planning of school trips to ensure a safe and successful experience.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Some Special Educational Needs require a level of support to be giving during break times and at the beginning and end of school. Where this is identified as a need support will be put in place.

### **How will my child be able to contribute their views?**

- We value each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. School councillors are elected by their peers and any child can choose to stand for election.
- Children who have individual plans discuss their targets with their class teacher.
- If your child has a Statement of SEN their views will be sought before any review meetings.

### **How will the school prepare and support my child to join the school, transfer to a new school or transition to the next stage of life?**

- We encourage new children to visit the school in the half term before they start. For children with Special Educational Needs we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories and use photographs with children if transition is potentially going to be difficult.
- When children transition between year groups/classes and Key Stages we ensure there is a careful handover of information during the second half of the summer term and that the child is familiar with key information and the new adults they will be working with.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits and work with the secondary SENDCo to provide an appropriate transition programme.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

## **Resourcing**

### **What specialist services and expertise are available at or accessed by the school?**

The school works with The Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and outreach support through Norman Gate School; CAMHS and Behaviour Support Service.  
The School has a part-time qualified ELSA (Emotional Literacy Support Assistant).

### **How can additional support be assessed?**

The class teacher is the first point of contact if parents are concerned about their child's progress, alternatively you can speak to the Head Teacher or SENDCo. If you would like to consider sending your child to Grateley then please contact the Head Teacher via the school office on 01264 889240.

You can find a copy of the Local Authorities Local Offer on [www.hantslocaloffer.info](http://www.hantslocaloffer.info)

### **What training is provided for staff supporting children and young people with SEND?**

As a small school we have a flexible approach to staff training and will endeavour to match training to the needs of our children on role at that time. When a new child enters the school the Head Teacher and SENDCo will analyse the needs of the child and identify existing expertise and training needs. The school will liaise with the Local Authority, parents and previous settings to ascertain as accurately as possible the child's needs and then decide if there is a training need. The ELSA attends regular ELSA supervision meetings with the Local Authority as part of their on-going training.

### **How accessible is your education setting?**

Due to the age and layout of the site, Grateley Primary School has some restrictions on wheelchair access. The school has one disabled toilet. There is no disabled parking on site. Should you wish to visit the school, please telephone the school office on 01264 88240 so that we can make arrangements for a safe and welcoming visit.

For hearing impaired adults and children, the school has an induction loop fitted in the main hall.

*Should a child need to secure additional equipment the SENDCo and Head Teacher will work with the parents and Local Authority to identify additional provision.*

## **Contact Information**

### **What steps should I take if I have a concern about the school's SEND provision?**

If you have a concern about your child we encourage you to share this initially with the class teacher or the SENDCo and or Head Teacher; issues can be dealt with quickly and successfully in this way. If this does not prove possible, the procedure for making a formal complaint is set out in the schools' guidance document for parents.

### **Who should I contact if I am considering whether my child should join the school?**

Please contact the school office on 01264 889240 to arrange to meet the Acting Head Teacher (Mrs A Norman) and SENDCo (Miss Maeve Stanley) who will be able to show you around the school and discuss how the school could meet your child's needs.

### **Where can I get further information about services for my child?**

If you have concerns about your child please contact either their class teacher, Miss Stanley or Mrs Norman to share your concerns.

Alternatively, you can access support and advice online at:

[www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)

[www.hantslocaloffer.info](http://www.hantslocaloffer.info)