



LITTLE GADDESSEN C. of E. PRIMARY SCHOOL  
Church Road  
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### Little Gaddesden C of E Primary School SEND Information Report 2014-15

*This report was compiled during the autumn term of 2014. It is the result of consultation with staff, parents of children with SEND (Special Educational Needs and Disability) & governors.*

*The Governing Body ratified this document for publication.*

LITTLE GADDESSEN IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

#### 1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Little Gaddesden C of E Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child falling below 'age expected' levels or not making sufficient progress (identified through pupil progress meetings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: DEST (Dyslexia Early Screening Test), Base Assessment pack
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

#### 2. WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SEND?

- Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Lorraine Patterson) or Head teacher Charis Geoghegan. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

### **3. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

- If a child has been identified as making less than expected progress the first response is high quality teaching targeted at their areas of weakness.
- If progress continues to be less than expected it may be necessary for the SENCo and teacher to organise additional support or targeted intervention. This support may be group or individual led by a trained adult- an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant)
- Each class teacher produces a provision map every term to identify those children needing this extra support and where interventions involve teaching away from the main class, the teacher retains the responsibility for the child and works closely with support staff to plan and assess the impact of the interventions and how they can be linked back to classroom teaching.
- Our SENCo and Head oversee the progress of any child identified as having SEND and there is a school governor for SEND. This ensures that the quality of provision is regularly monitored.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the SENCo to discuss support in more detail if required. The SENCo has weekly release time from class, usually on a Thursday morning.
- IEPs (Individual Education Plans) if needed, will be shared with you and your child (age appropriate)

### **4. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis
- 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. Please ask the school if you require any further details
- Pupil Progress Meetings are held each half term between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example DEST and various standardised assessments, such as Reading/Spelling
- The Head teacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions. She also reports back to the Governing Body. (see section 3)
- We are monitored regularly by OFSTED

## **5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the class teacher/SENCo.
- The school has a behaviour and discipline policy available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school would also work closely with DESC.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher who may involve the Attendance Officer or Children's Services if this becomes a concern.
- The school are also able to support families in making contact with other agencies that can provide appropriate support. This may include the local children's support worker.

### **5a. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The vast majority of staff hold first aid qualifications, which are updated regularly.
- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations e.g.: epipen training

## **6. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- Little Gaddesden C of E Primary School is fully compliant with the Equality Act and reasonable adjustments are made for pupils with SEND where necessary.
- Most areas of the school are accessible by wheelchair. A ramp is provided at the rear of the school into the Reception classroom and other access points are flat.
- Accessible toilet facilities are available by the main reception.

- A hearing loop is installed in Class 3 currently.
- Specialised equipment could be provided where appropriate.

## **7. HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

- Parent's Evenings are held twice yearly but you are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a green/yellow reading record which can be used as a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- Newsletters are distributed each term so the parents are informed which topics will be covered as well as important dates and visits/visitors.
- Parents are invited to a class assembly each term and in Reception, parents attend termly "Hands on" sessions.
- An annual report is written for each child in the Summer term.
- Parents are represented on the governing body and there is also a very active PTA (The Friends)
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may be part of an IPA, have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

## **8. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS OR DISABILITIES?**

- The school has an amount identified within its overall budget called the notional SEND budget. This is used for resources to support the progress of children with SEND. This is used to employ the Learning Support Assistants to meet the needs of these children, buy specialist equipment, books or stationary or provide specialist training for staff. 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)

**9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL VISITS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school visit, depending upon the child's individual needs.
- 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 that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Where the outings are run by outside agencies, they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

**10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL OR TRANSFER TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Head and teachers hold a meeting for parents in addition to planning visits for children throughout the Summer Term both in school at home, in order to help children, parents and staff get to know each other
- The Foundation Stage Leader will also visit settings where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from 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, Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

**11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: educational psychologists , the behaviour and attendance team, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: local children's centre, social workers and specialist advisory teachers.

**12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- Our SENCo has just been awarded the national SENCo accreditation (October 2014)
- All staff are trained in First Aid, safeguarding and child protection
- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way and training courses are offered from Westfield SpLd Base or Hertfordshire County Council.

**13. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- If your child is currently a pupil at the school, please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the inclusion policy. This can be found on the policy page of the school website
- Further information is available from the SENCo or Head teacher.
- The school has a complaints policy, which is available on the policy page of the school website
- If you would like more information on joining the school, please contact the school office for further information about the school and to arrange a meeting with the head teacher, in the first instance.

Tel: 01442 842464

admin@littlegaddesden.herts.sch.uk

**14. HOW CAN I FIND INFORMATION ABOUT THE LOCAL AUTHORITY'S LOCAL OFFER OF SERVICES AND PROVISION FOR CHILDREN OR YOUNG PEOPLE WITH SEND?**

- Hertfordshire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)