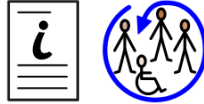




Great Gaddesden Church of England School

SEND Information Report 2024-2025



Welcome to Great Gaddesden C of E Primary School's SEND Information Report. This document outlines our School Offer in line with the requirements of the SEND Code of Practice (2015). Great Gaddesden Primary School is an inclusive school. We have high expectations for all our children and systems are in place for early identification of barriers to learning and participation.

At the heart of our vision is The Golden Rule: "Treat others exactly as you would wish to be treated yourself" Luke 6:31 (World English Bible).

Our vision provides the foundation of our curriculum and school life by:

- Recognising that we are all individuals made in the image of God and we aim to be supportive, inclusive and accepting to all
- Ensuring a culture of high-expectations for all
- Developing leadership, responsibility and care towards all of God's creation
- Providing a diverse range of enriching learning experiences that prepare our children for life as global citizens

It is through our vision that we aim to support all members of our community to feel valued, included and become flourishing individuals, with a heart for others and the world.

At Great Gaddesden VE (VA) Primary School, all teachers are teachers of SEND and all are invested in ensuring that every child can reach their full potential.



1. Who is the best person to talk to about my child's difficulties with learning or special educational needs and disabilities?

Any questions, concerns or issues regarding your child's learning and progress should be raised primarily with the class teacher. Depending on the needs of your child, our SENDCo may then be involved for further discussion, in consultation with you.

Mrs Grace Aikman is our Special Educational Needs and Disabilities Co-ordinator (SENDCo), she works with us on a Tuesday and can be contacted via the School Office or by email gaikman@greatgaddesden.herts.sch.uk. The SENDCo works alongside the Headteacher and other leaders in the school regarding inclusion and inclusive practice.



Special educational needs and provision is categorised in four broad areas of need, as detailed in SEND Code of Practice (2015).

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

2. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Open and honest conversations between parents/carers and school are the starting point for identifying additional needs of any child. Building a good relationship between the child, parent/carer and school staff is the crucial first step to support a child who may have additional or special needs.

At Great Gaddesden, 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. Some pupils may have SEND already identified prior to their entry to the school and it is important that we collect up to date information in order to support a positive transition where the child can receive the right support.
- Child performing below 'age expected' levels or equivalent. At Great Gaddesden, the attainment and progress of all pupils is monitored continuously. Teachers use a combination of formal and informal assessment methods and work is adapted to meet the needs of individual pupils who may need additional support or those who need additional challenge. Pupils falling behind age-appropriate expectations will usually be identified through this process of assessment. It is at this point that teachers may implement in class strategies to support them. If the issue of attainment persists, the SENDCo may become involved in your child's support.
- Other ways we may identify a SEND need include but are not limited to; concerns raised by parents and families, a sudden change in pupil behaviour or wellbeing.

For the avoidance of doubt, children are recorded as SEND if they have significantly greater difficulty in learning. This need cannot be met through intervention.

If a parent has any concerns about their child's learning they are encouraged to share these with the class teacher who will then liaise with the SENDCo to discuss next steps. The class teacher and SENDCo will always work in partnership to plan next steps to support any child's learning.

3. How will school staff support my child?

- Through regular communications between class teachers and parents, information will be shared about a child's progress. These might be conversations at parents evening, end of day quick chats, written as a message on Arbor/via email
- APDR (Assess Plan Do Reviews) will be regularly reviewed and changes communicated with you where appropriate.
- Teachers will also record support provided either on their class profile sheet.
- Appointments can be made at the school office if you wish to speak in more detail with the class teacher and/or SENDCo. Mrs Aikman is available on Tuesdays but can be flexible and arrange times to see you/speak with you on other days if needs be.
- High expectations of every child coupled with skilled adjustments will help to ensure that many children make expected or better than expected progress. If a teacher has a concern about your child's progress or need, they will speak with you directly.
- Teachers use a range of assessment processes to monitor the progress children are making in all areas of the curriculum.
- Where a child requires additional support parents are informed and additional support or interventions are put in place. This support is monitored closely by both class teacher and SENDCo and regularly modified. Parents of children with APDR plans will be communicated with daily to be part of the review process.
- The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by OFSTED.

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

- The method of identifying and allocating provision follows a graduated approach; the 'Assess, Plan, Do, Review' model of intervention and support. Barriers to learning are identified and assessed and support is planned by drawing on a range of strategies designed to support progress in school. This support is recorded on their APDR.
- The progress of all children is closely monitored and assessed each term. A range of support is available to meet the needs of individual pupils. The SENDCo and class teacher update the Class Profile Sheet, which highlights all additional provisions, on a termly basis and track provision and strategies that have been used.
- Pre and post-intervention assessment information is used to evaluate the effectiveness of additional provisions, and this helps us to ensure that provisions with the greatest impact are used.
- An Education Health and Care Plan (EHCP) can be requested for those children with more complex needs. Please speak to the SENDCo if you feel this is appropriate.

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

- Wellbeing and pastoral care are a priority for us at Great Gaddesden.
- We have high expectations of behaviour and support for one another. Our PSHE and SMSC lessons support the pupil's knowledge and understanding of social, moral, spiritual and cultural education and this knowledge is underpinned by our school ethos and values.

- We are a small school and we know our families and the children well.
- We have an experienced team of Teaching Assistants who support learning in the classroom and play at lunchtimes.
- Where it is felt further support is needed there is access to a Family Support Worker, as well as support through DESC, for learning behaviour or emotional regulation support, as well as other well-being services such as play and art therapy, if specialist support is needed.
- Wellbeing referrals to the School Nurse, Step 2, and CAMHS can be actioned if this support is needed.
- School can provide a short course of draw and talk sessions for students who need this. We can also refer to Dacorum Family Services for 1:1 support with wellbeing.
- There are also a number of aspects of school life that contribute towards the promotion of positive wellbeing e.g collective worship, praise and reward assemblies, the change team (student leadership opportunities), transition support.

Please ensure you contact the class teacher if you have any concerns about your child's wellbeing within school. We provide updates regarding wellbeing support and support services in your local area on our website through the school padlet.

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

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. There may also be times it is appropriate for the school to apply for Higher Needs Funding to support the school to meet the needs of the child.

The agencies used by the school include but are not limited to:

- Speech and Language Therapy Service
- Educational Psychologist
- School Nurse
- Family Support Worker
- Dacorum Family Services
- DSPL8
- Ask SALI
- Speech, Language, Communication and Autism Team
- Hertfordshire Children's Services
- NHS Health Teams
- The Virtual School
- DESC – Dacorum Education Support Centre
- Woodfield School, Hemel Hempstead Outreach
- ESMA (Education Support for Medically Absent)

7. What training have the staff had, or are having, in supporting children with SEND?

Our staff team have ongoing professional development in order to improve skills and maximise the impact of their support.

The SENDCo ensures staff attend a multitude of training opportunities each year in order to maintain excellent professional development, and to be able to cascade training to other staff. This is embedded into the staff appraisal process.

The Headteacher holds the NASENCo award and the SENDCo is undertaking the NASENCo award.

The SENDCo and Headteacher attend regular updates from Herts County Council and other relevant bodies.

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

Regular communication between parents, class teachers, pupils and the SENDCo is key to supporting children in their education. Some children will only require targeted support for a short period whereas others might need longer term, specialist support.

The Class Teacher is responsible for:

- Delivering quality first teaching (QFT) - targeted classroom teaching.
- Alongside the SENDCo, identifying what support will be appropriate to ensure that progress is made in every area.
- Adjust lessons considering the primary needs of the learners (this involves whole class and individuals).
- Providing/coordinating in class interventions where appropriate.
- Working with the SENDCo to check on the progress of your child and identifying, planning, and delivering any additional help your child may need.
- Writing SEND report action plans (assess, plan, do, review, process).
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo (Mrs Aikman) is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND). This involves working closely with all staff involved with children in need of additional support.
- Ensuring that you are; i) Involved in supporting your child's learning, ii) Kept informed about the support your child is getting.
- Liaising with all the external agencies who may be coming in to school to help support your child's learning.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Both Mr M. Beach, Headteacher and Mrs H. Tisbury, SEND Governor also play vital roles in SEND provision at the school. Please also feel comfortable to approach them regarding SEND at Great Gaddesden.

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

There are a range of ways you as the parent/carer will be included in the discussions and planning to support your child:

- Regular communication from your child's class teacher (verbal or via email/Arbor).

- Parent teacher consultations where parents are involved in discussions about their child's education
- 'Open door' policy where parents are usually able to speak to a teacher after school - Telephone calls/Email via the school office.
- Workshops where parents/carers can be included (e.g regarding phonics).
- Parents are also represented by elected parent governor members on the governing body.
- Regular parent forum meetings.
- Termly reviews for children with APDRs (Assess, Plan, Do, Reviews).
- Annual review meetings with parents and professionals of children with an EHCP.
- An annual questionnaire is sent out to ascertain parent voice surrounding the provision of inclusion at Great Gaddesden and this is used to inform next steps and celebrate what we are doing well.
- The SENDCo can be contacted by phone, email or by drop in when she is available.
- We would discuss any additional outside agency involvement with you, in advance, and we would always gain your permission for any external agency involvement.
- Additional 1:1 meetings are held with the SENDCo, and these can be requested by parents at any time.

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

- All children are included in all school activities and trips.
- Staff plan in advance for any additional resources/accessibility issues, which might need to be addressed.
- Parents are involved at every stage and the aim is for every child to fully participate in the full life of our school. This includes residential trips.
- Where necessary, risk assessments will be carried out and reasonable adjustments will be made according to each child's needs.

11. How accessible is the school environment?

We have, in consultation with the relevant bodies, aimed to make as much of the school accessible to those with mobility needs as possible. However, challenges due to the building design and site layout do remain. Any parent wishing to know more about this and to discuss specific case needs is encouraged to contact the Headteacher, Mr Matt Beach.

One of our classrooms is accessible by stairs. We would make suitable arrangements to accommodate children with mobility needs. The school does have one disabled access toilet but no lift to the upper floor.

There are steps both within school and outside the building to the school.

Many resources and adaptations are made to the learning environment to improve access to the curriculum for children with disabilities and/or learning difficulties.

We would also direct you to the school's Accessibility Plan which can be found on our website to find out more about accessibility.

12. Who can I contact for further information about accessibility?

Please contact the Headteacher on 01442 255 734 or at: admin@greatgaddesden.herts.sch.uk

Please contact the SENDCo on 01442 255 734 or at: gaikman@greatgaddesden.herts.sch.uk

We would also direct you to the school's Accessibility Plan which can be found on our website.

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?

We lead detailed transition planning meetings for any child joining or leaving with complex needs. Parents and staff of both schools attend these.

Within the school, we hold transition meetings with new and outgoing class teachers, plus the SENDCo, for children moving class who require SEND support.

We proactively work in partnership with any other feeder schools or receiving secondary schools when appropriate.

Children who enter our Early Years have either a home visit or setting visit before they join us. This helps us to have information about the children before they start and put in place any reasonable adjustments required.

When children transition from one class to the next, we support this through moving up morning sessions and transition booklets.

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

These decisions are made in consultation between the SENDCo, Headteacher and class teacher. Some decisions are informed by advice from outside agency recommendations and termly tracking of pupil progress.

The school may be able to buy specific resources which can help to remove barriers to learning or to meet need. However, decisions about resources are all signed off by the Headteacher as the use of resources need to be carefully balanced to consider the needs of the entire school community.

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

Unless your child receives Local Higher Needs Funding or has funding as part of their EHCP (county dependent), they will not receive 1:1 adult support. Sometimes, pupils need support which is different or additional to that of their peers. If this is the case we will meet with you to discuss and plan this.

Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, you and the pupils, as necessary. Support is recorded on APDR (Assess, Plan, Do Review) plans and throughout the year you will be invited to comment on these plans/sign in agreement to them. If you would like to discuss any decision or plan further, appointments can be made as detailed in point 18.

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?

[Hertfordshire SEND Local Offer | DSPL \(dacorumdspl.org.uk\)](https://www.dacorumdspl.org.uk)

Please click on the link above, it outlines provision Hertfordshire County Council offers across education, health and social care for children and young people who have SEND.

17. Who do I contact if I am not happy about the support my child is getting?

If you have concerns about the support your child is getting, please contact your child's class teacher in the first instance. If, after speaking to your child's class teacher, you don't feel this has resolved the issue, then contact our SENDCo at gaikman@greatgaddesden.herts.sch.uk.

In line with the complaints policy (available on our website), If you still feel matters are not resolved then please contact the headteacher, Mr Matt Beach, head@greatgaddesden.herts.sch.uk and finally our SEND Governor, Mrs Heather Tisbury, email: htisbury@greatgaddesden.herts.sch.uk.

Link to complaints policy:

https://www.greatgaddesden.herts.sch.uk/web/statutory_information_1/552376