



The Grove Junior School Special Educational Needs and Disability

Information Report (Local Offer)

Updated: March 2018

1. 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?

- Information is shared in detail by Grove Infant staff prior to transfer to junior school. This is done at class teacher level, and a meeting is held between the two school Special Needs Coordinators (SENCO)/Inclusion Coordinators(INCO) to ensure appropriate information sharing takes place
- 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 Inclusion Coordinator to discuss next steps. Direct contact with the Inclusion Coordinator is also encouraged. Class teacher and INCO will always work in partnership to plan next steps to support any child's learning
- If a child transfers from any other school either for the start of Year 3, or during their Key Stage Two career, we will always liaise closely with the other school and ensure all relevant information is shared to enable us to effectively meet any additional needs immediately.

2. How will school staff support my child?

- Children's needs are carefully assessed and monitored. Support is given in order to overcome any barriers to learning and to ensure access to the curriculum at the appropriate level of challenge for each child.
- Support might include additional resources, adult support and/or a differentiated curriculum when appropriate

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

- Children with special educational needs have an individual education plan (IEP) which is set up and reviewed by the class teacher and INCO together. This highlights a number of priority learning

targets for the next term, with resources specified. The child is also involved in the process of reviewing progress and setting new targets. The IEP is then shared with parents, and becomes a working document, used by all relevant school staff to ensure that needs are fully met, and progress is evaluated.

- We would encourage any parent who is concerned about their child's progress to contact the class teacher and/or INCO and a meeting to discuss progress/next steps will be arranged.
4. **How will the learning and development provision be matched to my child's needs?**
- The progress of ALL children is closely monitored and assessed each term. A range of support is available and this is matched very closely to the needs of individual pupils. The INCO updates the Provision Map, which highlights all additional provisions, on a half-termly basis.
 - Class teachers, alongside relevant colleagues, regularly review and adjust provision for all children.
 - 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.
 - We follow the *Assess, Plan, Do, Review* cycle to ensure provision is matched to the current needs of the child.
 - Where appropriate, we incorporate the advice from relevant outside agencies and specialist services.

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

- Wellbeing and pastoral care are a priority for us at The Grove
- ALL staff are proactive in ensuring the best pastoral care for all of our children. Class teachers are paramount to this care. This includes explicit focus on wellbeing within the curriculum.
- We have a well-trained team of Teaching Assistants who support learning in the classroom and also lead the safeguarding role during lunch times at the school.
- We have a very high staff ratio on the playground and staff lead active lunch times, with both adult and child led play (Year 6 Play Leaders and Peer Mediators).
- We have a Buddy system in place, which pairs up each Year 3 child with a Year 6 child. This is instigated in the summer term of Year 2 and 5, so that children already have a named buddy when they start at our school.

- Please ensure you contact the class teacher if you have any concerns about your child's wellbeing within school.

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

- At The Grove we have a highly skilled staff team, who all maintain and practise an inclusive approach to teaching and learning.
- The school Inclusion Coordinator has a Special Education Coordinator Training award and has also achieved a number of diplomas in Special Educational Needs throughout her teaching career. She worked as an advisory teacher for SEN for ten years prior to working at The Grove.
- Our team of Teaching Assistants have ongoing professional development every year in order to improve skills and maximise the impact of their support.
- We work closely with any medical professionals involved with our children, with parental consent
- The INCO works very closely with other local schools' INCOs to share good practice and to maintain professional development.
- Currently, we have access to advice and support from:

Speech and Language Therapy Service

Autism Advisory Teacher

Educational Psychologist

Occupational Therapy Service

Physiotherapy

School Nurse

Specific Learning Difficulties Base at Windermere Primary School

Bereavement Counsellor

Special Educational Needs Officer

Physical and Neurological Impairment Advisory Teacher

Extended Schools Partnership

Our access to services depends on the dynamic and changing needs of our current and incoming pupils.

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

- The school Inclusion Coordinator has a Special Education Coordinator Training award and has also achieved a number of diplomas in Special Educational Needs throughout her teaching career. She worked as an advisory teacher for SEN for ten years prior to working at The Grove.
- Our team of Teaching Assistants have ongoing professional development throughout the year in order to improve skills and maximise the impact of their support.
- Two of our team of Teaching Assistants have completed training to become Higher Level Teaching Assistants.
- All staff have had autism training. There is an ongoing programme of training for all Teaching Assistants, and training for teachers on key aspects of inclusion takes place each year. Training focus areas include: Write Away, Behaviour for Learning, Maths Manipulatives and Handwriting.
- The INCO ensures she attends a multitude of training opportunities each year in order to maintain excellent professional development, and to be able to cascade training to other staff.
- Staff also attend specialist training, depending on the needs of their particular class/support focus.

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

- We will work in partnership with you throughout your child's time with us; the closer together we work, the more positive the learning experience and achievement.
- We are here to help you in any way we can - informally, at parent consultation evenings, additional meetings, by phone, email or daily planner, and through a variety of parent workshops, e.g. the Calculation Policy, and Supporting Reading **and Spelling**.

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

- We are keen to work as closely with you as you are willing.
- We would discuss any additional outside agency involvement with you, in advance, and we would always gain your written permission for any external agency involvement.

- Through the review of the IEP each term we would seek your views and input and discuss appropriate next steps in your child's learning.
- Additional 1:1 meetings are held with the INCO, 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 resolved.
- 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. Risk assessments are set up for pupils who require additional support and adaptations for such trips.
- Pre-visits can be arranged for children, if appropriate.

11. How accessible is the school environment?

- Our school is on three levels and is not fully accessible.
- The school does have two disabled access toilets and a lift upstairs in the new extension.
- However, due to the steps both within school and outside the building the school is not fully accessible from inside.

12. Who can I contact for further information?

- Please contact the Head teacher on 01582 760031 or at admin@grovejm.herts.sch.uk
- Please contact the INCO, Claire Taylor, on 01582 760031 or at inco@grovejm.herts.sch.uk

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 have established excellent transition procedures with our linked infant school, and also with our local secondary schools.
- We lead detailed transition planning meetings for any child joining or leaving with complex needs. Parents and staff of both schools attend these.
- Children have the opportunity for extra visits to the new school, if this is appropriate.

- Within the school, we hold transition meetings with new and outgoing class teachers, plus the INCO, for children moving class who have significant needs.
- Additional transition arrangements, prior to the change of class, are made whenever appropriate for children with additional needs.

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

- Our aim is to enable every child to be as successful and independent as possible in their learning.
- We match support to need, and the INCO monitors and evaluates this on a half-termly basis to ensure provision and need are well matched at all times.
- Resource allocation and modification is an integral part of this process.
- Pupil Progress is monitored very closely by staff and governors, and additional interventions are set up, if and when appropriate.

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

- Support levels are decided based on a careful analysis of need. This decision is taken by the INCO, Head Teacher and other relevant staff. Support levels may increase or decrease depending on a child's success and/or changing level of need.
- For a very small number of individual children, Exceptional Needs Funding may be allocated, with some financial support from the Local Authority.

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?

- Use the Hertfordshire Grid for Learning website:
www.herts.direct.org/localoffer