

Grovelands SEND Information Report 2017/18

	Questions	School Response
1	<p>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?</p>	<p>At Grovelands Primary school, we have continuous monitoring in place that tracks the progress of our learners. We use data and other forms of assessment to identify additional learning needs. The progress of all pupils is monitored regularly by class/subject teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with the parents/carers and the pupil involved.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Inclusion Leader.</p>
2	<p>How will school support my child?</p>	<p>Once additional learning needs have been identified provision will be matched accordingly. The impact of interventions is monitored through regular feedback and tracking of attainment. Our staff have been trained to cater for all pupils with additional learning needs who may have difficulty in the following areas:</p> <ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and /or Physical <p>When a pupil with an additional learning need has been identified we make reasonable adjustments to our teaching to suit learning needs to enable the pupil to make expected progress. Highly trained support assistants where required will carry out interventions (small carefully planned activities that provide targeted help) and support your child. We treat each child as an individual and personalise the learning to suit the needs of each learner.</p> <p>Support programmes are overseen by the Inclusion Leader who liaises with the parent/carer each step of the journey ensuring you are part of the discussion to support your child.</p>

3	How will the curriculum be matched to my child's needs?	<p>All teachers are provided with information about the learning needs of all pupils in their class that allow them to plan and deliver a differentiated curriculum matched to the individual needs of the children in their class. Teachers will match the difficulty of the learning to the ability of the pupil to ensure lesson objectives are attainable and accessible to promote a child's self-esteem and confidence through achievement.</p> <p>Teachers take part in termly pupil progress meetings with the Deputy Head teacher and Inclusion Leader to monitor and ensure early intervention is put in place for any child who is not making expected progress.</p> <p>All teachers are clear of the expectations of quality first Wave 1 classroom teaching and this is monitored regularly by the Senior Leadership Team through lesson observations and learning walks.</p>
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<p>Your child's education should be a partnership between parents and teachers therefore we aim to keep communication channels open especially if your child has complex needs.</p> <p>Once an additional learning need has been identified parents/carers will be invited for a meeting with the Inclusion Leader and class teacher to discuss how the school will be supporting your child in their learning. Additionally we will also discuss and provide how you can support their learning at home.</p>
5	What support will there be for my child's overall well-being?	<p>Children's self-esteem, confidence and well-being are of great importance at Grovelands as we believe a happy secure child will achieve more in their learning.</p> <p>All pupils are supported with their social, mental and emotional development through the curriculum, assemblies and PSHCE lessons.</p> <p>In addition members of our staff are qualified as Emotional Literacy Support Assistants (ELSA) to provide support for children who are having difficulties processing their feelings regarding social and emotional situations both in and out of school.</p> <p>For children who are experiencing severe difficulty processing their emotions Grovelands employs an external Play Therapist. This provides a high level of support on a 1:1 basis to building foundations for children to develop strategies to manage feelings that they may otherwise find confusing affecting their well-being and learning.</p>

6	What specialist services and expertise are available at or accessed by the school?	<p>All of our teachers hold Qualified Teacher Status (QTS).</p> <p>We have highly skilled teachers and teaching assistants, with many years of experience, working with a variety of specific needs.</p> <p>We maintain strong Links with Local Authority services such as Learning Language Support (LLS), Behavioural Support Services (BSS), Educational Psychologist (EP) and Social Care.</p> <p>We have strong links with Health, for example, Speech and Language Therapy (SALT), Occupational Therapy (OT) and Behavioural Paediatricians and Mental Health services.</p> <p>We work together with our Children’s’ Centre in supporting families with additional needs.</p>
7	What training are the staff supporting children with SEND had or are having?	<p>The Inclusion Leader is a qualified teacher and has recently attained the National SENCO Award, a government requirement. This is in addition to having a Master of Arts Degree (MA) in Special Educational Needs.</p> <p>Grovelands regularly invest time and money in developing current staff who have aspirations to further their skills that improve Wave 1 provision and delivery and Wave 2 and 3 interventions, such as Read Write Inc, Success@arithmetic and 1st Class@Number interventions.</p> <p>Training needs of staff members are monitored and we regularly hold staff clinics to delivery training in areas needed across the school including ‘Positive Touch’ and ‘ASD training’.</p> <p>Individual staff members who are working 1:1 with a child are provided with specific support to match the needs of the pupils they are working with, including speech and language, behaviour and literacy needs.</p>
8	How will my child be included in activities outside the classroom including school trips?	<p>All our learners are included in all aspects of school life, including visits and trips. Where there are concerns of safety and access additional consideration is put in place to meet the children’s needs.</p> <p>School trips are accessible to all children and are planned according to the required pupil /adult ratio required by Health and Safety regulations. Risk assessments are approved by our Educational Visits co-ordinator to ensure the needs and safety requirements of all pupils are fully met.</p>

9	How accessible is the school environment?	<p>We have a full accessibility plan that is reviewed annually and we are vigilant about making reasonable adjustments where required.</p> <p>The school has changing and toileting facilities that are easily accessible for children with physical disabilities and the school itself is wheelchair friendly.</p>
10	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?	<p>Induction is a very important to our school and we invest time to ensure each child and their family feels welcome.</p> <p>Children coming into our Nursery or Reception classes are offered home visits to meet their teachers that is an opportunity to gain a personal perspective of children's needs and interests. The Reception teacher hold an information evening for all parents/carers to begin to get to know who their child will be taught by for the following year, building relationships.</p> <p>For children with additional needs the Inclusion Leader is available for meetings to discuss how together we can best meet the needs of your child to reduce possible anxiety giving them the best possible start to life at Grovelands.</p>
11	How are the school's resources allocated and matched to children's special educational needs?	<p>We seek to ensure value for money, all interventions are costed and evaluated on a termly basis through our provision map. Our SEN budget is allocated according to the needs of the individual child, and which stage of the Code of Practice they are on.</p> <p>Pupils are continually monitored and depending on their needs are provided with the required support in class, small group interventions, 1:1 interventions or specific 1:1 support assistants.</p>
12	How is the decision made about what type and how much support my child person will receive?	<p>Firstly, all children will receive Quality First Teaching in their class. If a child requires additional support this is undertaken after discussion with the child, parent/carers, teacher and Inclusion Leader to provide support to enable your child to achieve age-expected progress.</p> <p>If expected progress continues to not be achieved we have access to specialist provision provided by Surrey that the Inclusion Leader can refer to.</p> <p>The expected outcome of each intervention is detailed at the start and monitored for the duration of the intervention in order to maximise the possibility of closing the gap between your child and their peers.</p>

13	How are parents involved in the school? How can I be involved?	<p>All parents/carers are encouraged to play an active role in their child's education as we feel that education takes place at home as well as at school.</p> <p>Parent helpers are encouraged and valued by teachers both in the classroom and to assist on school trips.</p>
14	Who can I contact for further information?	<p>In the first instance parents/carers are encouraged to talk to their child's class teacher.</p> <p>If you are a prospective parent of a child with additional needs and are considering whether your child should join our school you can contact our school office at:</p> <p>Grovelands Primary School Terrace Road Walton-On-Thames Surrey KT12 2EB 01932 227816</p> <p>Inclusion Leader Richard Singleton</p> <p>Parents will then be offered an appointment to meet with the Head Teacher (or an alternative senior member of staff), and will be given a tour of the school. Further information can be found on our website, which is regularly updated.</p>