



Gravel Hill Primary School

SEN Information Report for Children with Special Educational Needs and/or Disabilities

Gravel Hill Primary School is a mainstream Primary School with a morning nursery provision. The school has a full time INCO.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The information below forms the school's SEN information Report, detailing ways in which parents and children may access the support required.

<p>What kinds of special educational needs are provided for at Gravel Hill Primary School?</p>	<p>At Gravel Hill, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum.</p> <p>Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs.</p> <p>Special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <p>We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.</p>
<p>What is the schools policy for identification and assessment of</p>	<p>Underpinning all provision in the school is the graduated approach cycle of: Assess, Plan, Do and review.</p> <p>The early identification process is on-going throughout the school year and formally at Pupil Progress meetings.</p>

<p>pupils with special educational needs?</p>	<p>All teachers are responsible for every child in their care, including those with special educational needs.</p> <p>At Gravel Hill, children are identified as having SEN in a variety of ways including:</p> <ul style="list-style-type: none"> • Concerns raised by parents /carers • Concerns raised by teachers • Concerns raised by the child • Changes in a child's behaviour or self -esteem is affecting progress • A child finds learning difficult • Child performing well below age related expectations • Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatricians • Internal assessments – such as reading tests
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<p>If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.</p> <p>The class teacher will discuss this with you and if appropriate suggest and work on possible strategies.</p> <p>If you both agree that the child's needs are greater, then the class teacher will refer your child to the INCO, who will contact you for a meeting.</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>If there are any concerns about your child's progress, and support within the class has not met the child's needs, the teacher will raise this with the INCO.</p> <ul style="list-style-type: none"> • The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress and any additional support being given. • Schools also have Pupil Progress meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up some support and will inform you. <p>Support may take place for a short period or over a longer period of time. (However, please note that all children have the opportunity to learn in small groups in class, sometimes with teaching assistants, in order to support their progress in learning).</p> <ul style="list-style-type: none"> • If your child is still not making expected progress the school will discuss with you: <ul style="list-style-type: none"> o Any concerns you may have o Any further interventions or referrals to outside professionals to support your child's learning o How we could work together, to support your child at home/school.
<p>How will both the school and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The effectiveness of the support and the impact on your child's progress are reviewed regularly.</p> <p>This information, along with the views of parents/carers and children, forms the basis for the revision of the support.</p> <p>Where the SEN provision does not enable a child to make adequate progress, we work with parents and carers to request an assessment for an Education, Health and Care Plan.</p> <p>We have an open door policy, which means that you are welcome at any time to make an appointment to meet with either your child's class teacher</p>

	<p>or the INCO to discuss your child’s provision and progress and to get advice on how you can support your child at home.</p> <p>The involvement of children and parents/carers is very important to us. We provide an annual report for parents/carers on your child’s progress. You are invited to meet your child’s teacher at parents’ evenings.</p> <p>If your child is receiving support for SEN, there will be opportunity to meet with the INCO three times per year. These may be additional meetings at our two parent’s evenings and the opportunity to make an appointment in the summer term after report have gone out. Where your child has an Individual Education plan (IEP), this will be reviewed termly. You will be given an up-to-date copy and be offered a chance to talk to the INCO about your child’s provision and progress.</p> <p>Your child may have an Inclusion Partnership Agreement (IPA), Statement of SEN or Education, Health Care Plan (EHCP), which will be formally reviewed at least annually, in addition to the arrangements above.</p>
<p>How are the governors involved and what are their responsibilities?</p>	<p>The INCO reports regularly to the governors on all matters relating to SEND at Gravel Hill.</p> <p>This report does not refer to individual children and confidentiality is maintained at all times. One of the governors is responsible for SEND and reports back to the full governing body.</p> <p>The governors agree priorities for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.</p>
<p>How is the decision made about the type and how much support my child will receive?</p>	<p>SEN provision is educational provision which is additional to or different from that made generally for others of the same age, beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.</p> <p>It may take the form of additional support from school staff or require the involvement of specialist staff or support services.</p> <p>We have arrangements in place to identify the need and secure such provision, whether through expertise and resources at Gravel Hill or from external services, such as Educational Psychology, Primary Behaviour Support, Occupational Therapy, Speech and Language Therapy and Child and Adolescent Mental Health Service (CAMHS).</p> <p>High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.</p> <p>Some children and young people need something additional to or different from what is provided for the majority of children; this is SEN provision. We always try our best to ensure that provision is made for those who need it.</p> <p>In order to do this, we endeavour to:</p> <ul style="list-style-type: none"> ● Understand the starting point for each pupil in terms of prior attainment ● Identify any potential barriers to learning ● Include parents/carers and pupils in the decision process where appropriate ● Have high expectations and set ambitious targets ● Track progress towards targets ● Regularly review additional or different provision ● Ensure that approaches used are based on the best possible evidence and monitor the impact on progress.

<p>How will my child be able to contribute their views?</p>	<p>The involvement of children in their own learning is very important to us. We believe that children have a right to be involved in making decisions and to have a forum to express an opinion and to have that opinion taken into account in matters relating to them.</p> <p>Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEN at any time, by speaking to their class teacher or teaching assistant, or to the INCO</p>
<p>How are the school's resources allocated and matched to the children's SEN needs?</p>	<p>Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions.</p> <p>The approach is graduated, with regular review of the progress made and adaptations to the support provided as required.</p> <p>In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly.</p> <p>Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>The emotional and social development of all our pupils, including those with SEN is integral to the work we do at Gravel Hill</p> <p>All of our staff are caring and have the wellbeing of all children as their top priority.</p> <p>Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE) and Circle Time.</p> <p>All children are encouraged to share any worries by talking to someone identified on their "helping hand".</p> <p>If further social / emotional support is required, this can be arranged through the INCO and may take the form of support from our Parent Support Advisor (PSA) or Learning mentor, play therapy or lunchtime support in our indoor lunchtime club. Where appropriate, we work with parents to get support from external agencies, including Family Support Workers or Child and Adolescent Mental Health Service (CAMHS).</p> <p>We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.</p>
<p>What training do staff receive?</p>	<p>All staff receive training related to SEND and linked to the school development plan priorities.</p> <p>Individual consultations also take place between the school Educational Psychologist and members of staff to support and advise on the various needs within classes.</p> <p>Training given may be internal professional development or be provided from external agencies or providers.</p> <p>Our INCO has been trained in a wide range of SEN including, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder,(ADHD), Speech Language and Communication, Social and emotional Aspects of Learning and holds an Advanced Diploma in SEND, Autistic Spectrum Disorder and behaviour management.</p> <p>Our PSA has a learning mentor qualification and vast experience as a school health technician and PSA in other settings.</p> <p>Our Learning mentor has a vast experience writing and managing EHCP's. She is a qualified 'Draw and Talk' therapist and is currently training to be a play therapist.</p> <p>Our Speech and Language Assistant is a level 3 qualified assistant and is trained to deliver programmes. Another assistant is currently being trained</p>

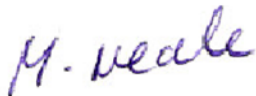
	<p>to level 3 in speech and communication with particular emphasis on developing communication skills with children on the Autistic Spectrum.</p> <p>Our other Teaching assistants have had relevant training directly linked to the individual children who they are supporting this maybe: intensive interaction, using visual strategies challenging behaviour management , ASD, ADHD, Speech and language Interventions, Motor Coordination Programs, Foetal Alcohol Syndrome, Signalong and therapeutic intervention.</p>
<p>What expertise and specialist services are available through the school?</p>	<p>As a school we work closely with any external agencies that we feel are relevant to individual children’s needs within our school.</p> <p>We access specialist support through the Early Intervention Team (EITs) The team is made up of:</p> <ul style="list-style-type: none"> • Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • Inclusion Team • Speech & Language Therapy • School Nurse • Social Care • Occupational Therapy • Physio therapy • Paediatricians • Diabetic nursing team • Learning Support Service • Behaviour Support Service • Autism Outreach Team
<p>How will my child be included in activities outside the school classroom including school trips?</p>	<p>Activities and school trips are a very important part of every child’s learning experience at Gravel Hill.</p> <p>Risk assessments are carried out and procedures are put in place to enable all children to participate.</p> <p>If it is deemed that an intensive level of 1:1 support is required a teaching assistant will be allocated for the duration of the visit.</p>
<p>How does the school manage the administration of medicines?</p>	<p>We have a strict policy regarding the administration of medicines on the school site.</p> <p>If your child needs medication during the school day, please take the medication to Reception.</p> <p>You will be required to complete a form, authorising school staff to administer the medication.</p> <p>Our staff receive regular training in managing some medical conditions that are relevant to the children on roll.</p> <p>Several members of staff are trained as Paediatric First Aiders.</p>
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible.</p> <p><u>If your child is moving to another school:</u></p> <ul style="list-style-type: none"> • We will contact the new school’s INCO and ensure s/he knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p><u>When moving classes in school:</u></p>

	<ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. • Training needs are identified for new staff and courses attended as soon as possible. • All pupils attend a session where they get a chance to meet their new teacher in their new classroom. Teachers plan some “getting to know you” activities to help pupils make the transition • Each class offers a session within the first 2 weeks of the autumn term for parents to meet the teacher and ask any questions. A longer private meeting is available upon request. <p><u>In Year 6</u></p> <ul style="list-style-type: none"> • The INCO will meet to discuss the specific needs of your child with the INCO of their secondary school • Your child will engage in transition activities with the whole class • Your child will attend a small transition group in school, to support their understanding of the changes ahead. • Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
<p>What support do we have for you as a parent of child with an SEN/and or disabilities?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child’s class teacher regularly so we know what you are doing at home and we can tell you about what we are doing in school. This is to ensure that there is consistency of support both at home and school and we can share what is working in both places. • The INCO (or Head teacher) is available to meet with you to discuss your child’s progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The INCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • IEPs will be reviewed with your involvement each term. <p><u>In addition:</u></p> <ul style="list-style-type: none"> • We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child. • The IEP will include ideas for how you can support your child at home, following the discussion with you. • The external professionals involved with your child will be happy to meet with you on request. • Our PSA can work alongside you to provide additional support by signposting various agencies to provide a broader range of support and/or details of parental training courses from local providers.
<p>What steps should I take if I have a concern about the school’s special educational needs provision?</p>	<p>In the first instance, speak to the INCO - Mrs Montgomery</p> <p>If you continue to have concerns, please contact the school office to make an appointment with the Head Teacher - Miss Neale</p> <p>You may also follow the school’s formal complaints procedure.</p>

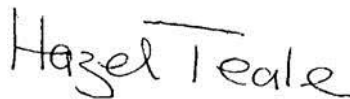
	This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. You should send this written complaint to the Chair of Governors, via the School office
Who is the INCO at Gravel Hill and how can I contact them?	<p>The person with responsibility for co-ordinating the provision for children with SEN is the INCO (Inclusion co-ordinator).</p> <p>The INCO at Gravel Hill is Mrs L Montgomery and she can be contacted on the school phone number: 01322521343 or by email: admin@gravelhill.bexley.sch.uk</p> <p>Meetings with Mrs Montgomery can also be arranged by phoning the school office on the above number.</p> <p>For more information please see our SEN policy and details of our local offer</p>

Updated: December 2017

Review Date: December 2017



Miss M Neale
Head Teacher



Mrs H Teale
Chair of Governors