

SEN INFORMATION REPORT



Gaddesden Row
JMI School



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At Gaddesden Row Primary School we...

1. Aim to include all pupils in every aspect of school life
2. Work hard to meet the individual needs of each pupil, and to make adjustments to all aspects of our provision as necessary to ensure that every pupil succeeds
3. Recognise that a child has SEND, if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her

Introduction



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- ❖ This SEN Information Report serves as an information source for all parents but especially parents of children who have, or may have, needs in school, which are different to those of their peers.
- ❖ All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.
- ❖ All SEN provision delivered to children has regard for the Special Educational Needs Code of Practice 2014 and the school's SEN policy.
- ❖ Our SEN information report complies with:
 - Section 69(2) of the Children and Families Act 2014
 - Regulation 51 of the Special Educational Needs and Disability Regulations 2014

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Special Education Needs are broadly grouped into the following categories

❖ Communication and Interaction



❖ Cognition and Learning



❖ Social, Emotional and Mental Health (SEMH)



❖ Sensory, and/or Physical Needs



(please click on each category for a more detailed explanation or see Chapter 6, paragraph 6.28 of The Special Educational Needs Code of Practice)



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How does Gaddesden Row JMI School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

If you are worried about your child, you should:

- First speak to your child's class teacher-please make an appointment via the school office. This will give you the time and space you need to discuss your child.
- Alternatively, email Mrs Mortimer ,the school Special Needs Co-ordinator (SENCO) at **senco@gaddesdenrow.herts.sch.uk**
- Or phone us on **01582840376**

How does Gaddesden Row JMI School know if children need extra help and what should I do if I think my child may have Special Educational Needs?



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- ❖ If a child joins Gaddesden Row from Reception, the EYFS staff complete a home visit. This is a good opportunity for parents to raise any concerns they may have before their child starts school.
- ❖ Information is gained from previous educational settings when a child enters our school. This is obtained through reports and documents and discussions with the school's SENCo.



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How does Gaddesden Row JMI School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

- ❖ Teachers continuously assess pupils' progress through daily observations, marking and feedback.
- ❖ Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress, in line with expectations for their age.
- ❖ Each term, teachers make formal judgments of pupils' achievements.
- ❖ The progress of all pupils is then discussed with the Headteacher and SENCO every term to discuss progress and barriers to learning.
- ❖ Between these discussions, staff may bring concerns to the SENCO and/or Head Teacher.
- ❖ There is **a graduated response** to the identification and assessment of children falling behind age related expectations (ARE)

How does Gaddesden Row JMI School know if children need extra help and what should I do if I think my child may have Special Educational Needs?



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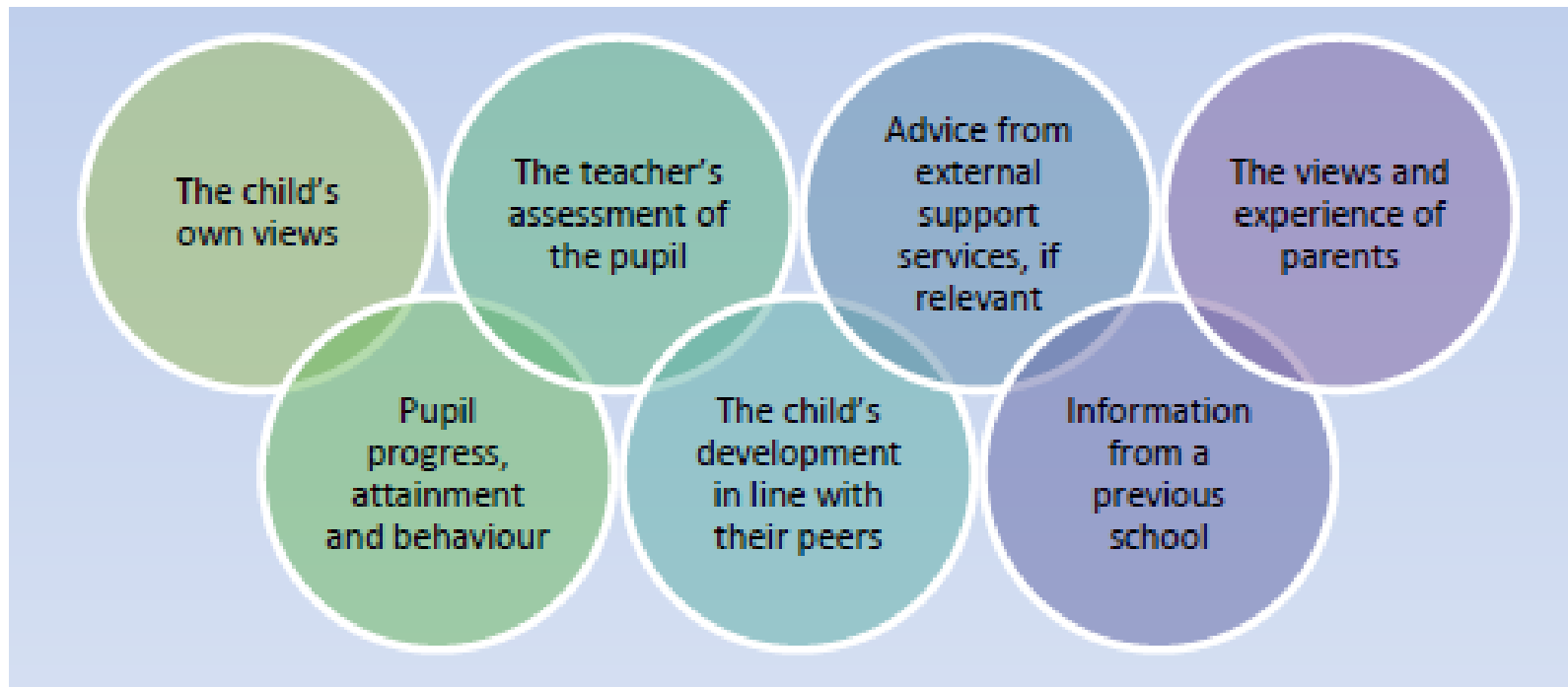
- ❖ Pupil voice is key in helping children with SEND needs, therefore the pupils views are always taken into consideration.
- ❖ Children have opportunities to articulate concerns or anxieties about their own learning. Children are taught to self-assess their own learning and enter into reflective conversations with teachers about their progress.

How does Gaddesden Row JMI School know if children need extra help and what should I do if I think my child may have Special Educational Needs?



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Before identifying a child as needing SEND Support, the class teacher and SENCO, will establish a clear analysis of the pupil's needs drawing on the following:



How will staff support my child?



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- ❖ Teachers are responsible for the learning and progress of all the children in their class.
- ❖ The school strongly prioritises the provision of high quality, whole class teaching. **This is the first and most important provision for all children, no amount of intervention and specialist support can compensate if this provision is not right.**
- ❖ Leaders closely monitor the quality of provision and provide support, advice and training for teachers and learning support assistants.
- ❖ Children's needs are supported by high ratios of adults to pupils in every class.

How will staff support my child?



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- ❖ Using **our graduated approach**, in the form of a four-part cycle of assess, plan, do and review, decisions and actions are made, revisited, refined and revised.
- ❖ Children's strengths are celebrated and used as a basis for learning.
- ❖ The governing body also monitor the progress of children receiving special educational provision. Termly progress information is provided to the governors from the SENCo and there is a governor specifically assigned to monitor SEN.



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How will the SENCO support my child?

The SENCO oversees and co-ordinates all special education provisions. This happens through:

- ❖ termly pupil progress meetings
- ❖ SEN support reviews
- ❖ discussions about SEND provision,
- ❖ monitoring and evaluating provision
- ❖ sharing best practice.

The SENCO also ensures that appropriate external professionals are involved in planning provision. These external professionals may include:

- ❖ Educational Psychologist (EP)
- ❖ Speech and Language Therapist (SaLT)
- ❖ Occupational Therapist (OT)
- ❖ Advisory Teacher (Autism, Learning difficulties)



How will I know how my child is doing?

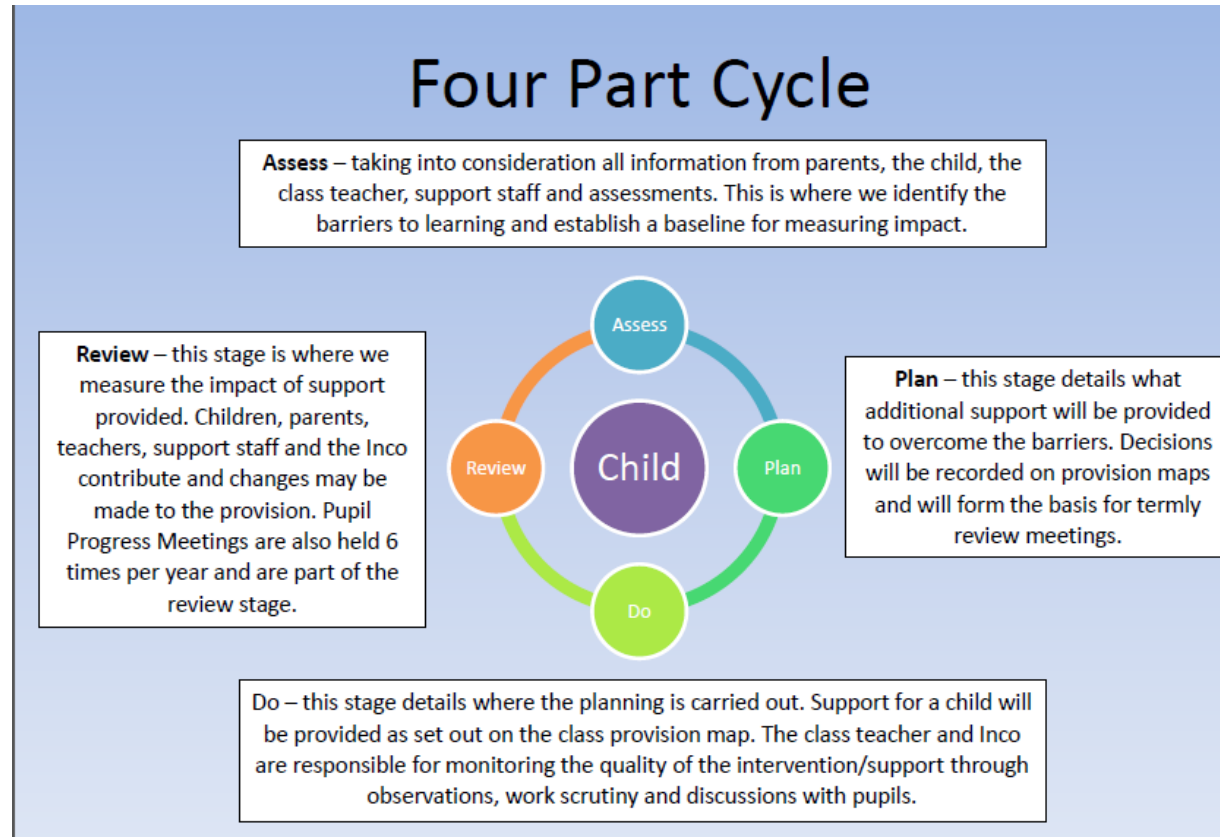
- ❖ How your child is doing is an ongoing conversation between parents, carers and school staff.
- ❖ You will be able to speak to your child's class teacher on formal occasions through 'parents evening'.
- ❖ During 'parents evening' you will be provided with an overview of your child's curriculum achievements.
- ❖ Assess, Plan, Do, Review meeting with the SENCo
- ❖ You will be provided with a written report in July.
- ❖ Education, Health and Care plan initial meeting and reviews, when appropriate.
- ❖ Informal opportunities to talk to teachers, Head Teacher, SENCO and other staff arise throughout the week, as all teachers and the Headship team are in the playground often.

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



For children receiving SEND support the class teacher will use the four-part cycle to 'Assess, Plan, Do and Review' children's special educational needs. This process enables staff to monitor the provision, support and progress of the pupil.

There are termly planning meetings for children receiving special educational provisions.



These involve the parents, SENCO and class teachers.

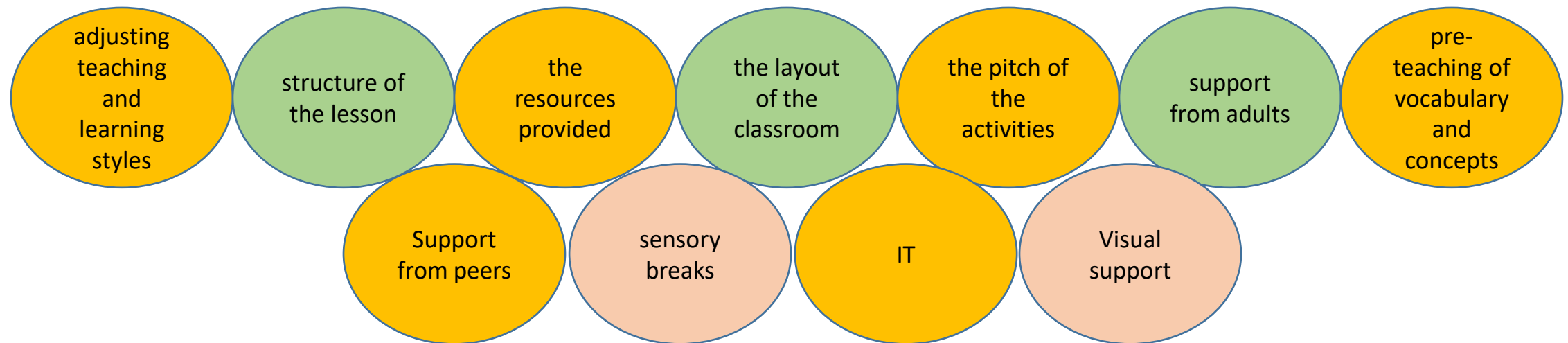
How will the learning and development of provision be matched to my child's needs?



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On daily basis:

- ❖ Teachers assess the learning of all the pupils, and adjust their subsequent teaching accordingly.
- ❖ Children's needs are met by careful differentiation e.g.





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What support will there be for my child's overall well-being?

1. The nature of Gaddesden Row allows the school to always support the emotional and social development of all pupils.
2. We work hard to develop children as well-rounded, happy, confident people.
3. The school has a zero tolerance of bullying.
4. The school has a policy on supporting pupils with medical conditions and has a successful history of working with pupils who require specialist medical care
5. All staff receive annual safeguarding refresher training and a Child Protection Lead and Deputy Lead who deal with child-protection cases.



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6. We ensure children feel safe by having strong, clear routines, consistent expectations and consistent adults in class.
7. We teach children to respect each other and their environment.
8. We refer children to external service if needed, such as CAMHS (Child and Adolescent Mental Health Services)
9. We have qualified paediatric first aiders on our staff.
10. Individual Healthcare plans are written with parents where needed.
11. E-safety lessons are taught and referred to on a regular basis.



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

- ❖ Best practice locally is shared through networks such as the Head Teachers' Consortium, Deputy Head Teachers' Network and local SENCo meetings
- ❖ Specialist services are triggered when the school and child have worked through the Assess, Plan, Do and Review cycle. Once additional support has been put in place, the progress of the child is assessed. If staff members feel that limited progress is made, outside agencies will be contacted to offer further advice and support.



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

Other services the school can access include:

Speech and Language Unit,

Occupational Therapy,

Physiotherapy, Schools Counselling Service,

Early Years Advisory Teacher,

Communication Disorders Team (ASD),

Educational Psychologist,

Dacorum Education Support Centre (DESC),

Physical and Neurological Impairment Team,

School family worker and Healthcare teams including: school nurse, CAMHS, paediatricians and GPs. .

What training have the staff, supporting children and young people with SEND, had or having?



- ❖ All staff receive regular training in providing high quality teaching, including differentiating for children with additional needs.
- ❖ All teaching and learning staff in the school support children with special educational needs. We believe strongly in an inclusive education, and ensure that all children have access to all opportunities in school.
- ❖ We have a team of good and outstanding teachers, who continually work together to improve their teaching practice.
- ❖ All staff have completed the Trauma and Attachment training.
- ❖ The SENCo provides training for staff members when an area of need is identified in the classroom



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How will you support my child's learning?

- ❖ Your role as your child's parent is central to their education. We value your knowledge and expertise about your child, and strongly believe that we are here to support not only your child but also the family.
- ❖ We conduct home visits for all Reception children before their first day of school, so that the child's education starts with the school and parents working together.
- ❖ The school provides opportunities to explain to parents how their child's learning is planned and advice is given on how to best support outside of the school.
- ❖ Where appropriate, parent training or learning events are provided.
- ❖ During SEN meetings the SENCO and class teacher will inform parents about strategies and resources that their child is using to support their targets.

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



- ❖ Parents are involved in every stage of their child's education.
- ❖ Communication between school and parents/carers is an integral part of our school ethos.
- ❖ Parents/carers are invited to meet with the teacher virtually before a support plan is created to discuss their child's needs and to be involved with target setting.
- ❖ Review meetings will be held termly to discuss current targets and if appropriate, set new ones.
- ❖ Parents also have a broader role in the school through the governing body. A governor is specifically assigned to SEN and is involved with the review of the SEN policy.



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

- ❖ All pupils, regardless of their additional need, are included in all school activities and offsite visits.
- ❖ Parents and pupils are involved in the planning of activities and trips in order to ensure all pupils can participate in all aspects of school life.
- ❖ Where appropriate, 1:1 or additional adult support may be provided.
- ❖ Risk assessments are conducted in order to remove any barriers to participation.



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How accessible is the school environment?

- ❖ The school is accessible to all. Although some of the school is housed in a building built in the 1800s, which can pose some difficulties when considering access, we have accessible routes to all classrooms and offices.
- ❖ There is a disabled toilet located in the main body of the school.
- ❖ All classrooms have a quiet area, usually the book corner.
- ❖ Classrooms have low ceilings which help acoustics to improve hearing for all children but specifically for pupils with hearing difficulties.
- ❖ For children and parents with limited English, we provide translators for formal meetings and the website can be translated into different languages
- ❖ There are only a small number of steps around the school site.
- ❖ Accessibility Plan: <https://gaddesden-row-jmi-school.secure-primariesite.net/accessibility-plan-1/>

Who can I contact for further information?

- ❖ The school office is open throughout the day, and office staff can direct enquires to the most appropriate member of staff.
- ❖ The school has a clear complaints procedure available to download on the school's website or the school office. <https://primarysite-prod-sorted.s3.amazonaws.com/gaddesden-row-jmi-school/UploadedDocument/6fab98ba-a1b0-48e3-a8b8-dd8be55f28ed/2022comments-complaints-policy.pdf>



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Contact	Position	
Mr Merriman	Head Teacher/DSL	head@gaddesdenrow.herts.sch.uk
Mrs Mortimer	SENCO	senco@gaddesdenrow.herts.sch.uk
Mrs McCormick	School Secretary	admin@gaddesdenrow.herts.sch.uk

How will the school prepare and support my child to join the school, transfer to a new school or next stage of education and life?

- ❖ Children entering the mainstream school will have a tour of the school with their parents and Head Teacher
- ❖ After that the point of contact will be the class teacher and SENCO
- ❖ Entering Early Years Foundation Stage: New to Reception meeting during the summer term before they start
- ❖ We seek information from the preceding school and work closely with the parents to ensure that the child's needs are met quickly.
- ❖ SENCO and class teachers to liaise with next setting when a pupil leaves the school to ensure a thorough transition.
- ❖ Transition meetings between class teachers and key stages. When class teachers are changing.
- ❖ Where appropriate, extra visits to a child's secondary school are arranged.
- ❖ All pupils benefit from a transition programme in the summer term to prepare them for their next year group.
- ❖ SENCO liaises with all members of staff to ensure a smooth transition between classes/key stages



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

- ❖ The school has an amount identified in its overall budget that related specifically to SEN. This is used for resources to support the progress of children with SEN.
- ❖ Pupil progress meetings and SEN support reviews lead the planning for the allocation of the school's resources in order to ensure children's needs are best met with what is available.
- ❖ The governing body receives regular reports on how the school budget is being spent and the allocation of all resources
- ❖ The experience, training and expertise of Teaching Assistants are carefully matched to the needs of the children.

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

Exceptional Needs Funding

- ❖ This is money given to schools and childcare providers to help them support children with the most complex and exceptional needs.
- ❖ Schools and childcare providers have to apply for the exceptional needs funding. Speak to your childcare provider or school SENCO to discuss getting the funding to help your child's day to day life while in education.

How it works

- ❖ There are groups of teachers and SEN professionals who meet to decide if the child's needs meet the criteria – this is called an Exceptional Needs Panel.
- ❖ The panel meets to decide who gets the funding.
- ❖ Payments are made termly.
- ❖ Funding stops when the child leaves education.



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

- ❖ Support is carefully matched to children's needs
- ❖ Support can be give through:
 - ❖ Adjustments to the curriculum
 - ❖ Intervention groups
 - ❖ One-to-one
 - ❖ Small group work
 - ❖ Specialist resources
- ❖ Decisions are made through careful assessment, analysis of pupil's progress, SEN support discussions and observations of the child
- ❖ It is our aim to develop the independence of all pupils and very few children will receive full-time support from the same staff.
- ❖ Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school.



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How can I find information about the local authority's Local Offer of services and provisions for children and young people with special educational needs and disability?



- ❖ Hertfordshire's SEND Local Offer is your one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families.
- ❖ The Local Offer has been created by parents and professionals.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>



- ❖ DSPL is a Hertfordshire-wide partnership approach where parents, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies, work together as part of an Area Group, reviewing and developing the range of provision and support services available to their local community

<http://www.dacorumdspl.org.uk/>



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A message from our SENCO

Thank you for taking the time to read our SEN Information Report. I hope that you have found the PowerPoint informative and accessible. However; if you do require any further information or clarification please do not hesitate to contact me personally at senco@gaddesdenrow.herts.sch.uk

Kindest regards

Blanche Mortimer

SENCO



Glossary



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Communication and Interaction



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- Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication.
- They may find it more difficult to communicate with others.
- They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences.
- It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary.
- For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex. routines or have difficulties with their co-ordination and fine-motor functions.

Cognition and Learning



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Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing













This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.



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Sensory, and/or Physical Needs

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people     
- be withdrawn     
- behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Graduated Response/Approach



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Four Part Cycle

Assess – taking into consideration all information from parents, the child, the class teacher, support staff and assessments. This is where we identify the barriers to learning and establish a baseline for measuring impact.

Review – this stage is where we measure the impact of support provided. Children, parents, teachers, support staff and the Inco contribute and changes may be made to the provision. Pupil Progress Meetings are also held 6 times per year and are part of the review stage.



Plan – this stage details what additional support will be provided to overcome the barriers. Decisions will be recorded on provision maps and will form the basis for termly review meetings.

Do – this stage details where the planning is carried out. Support for a child will be provided as set out on the class provision map. The class teacher and Inco are responsible for monitoring the quality of the intervention/support through observations, work scrutiny and discussions with pupils.