



Guildford Grove Primary School
SEND Information Report
School* Offer (Response to the 14 Questions)

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Ofsted link: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/132758>

Updated: 15/11/19

	Question	Response	Some examples of good practice in our school
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?	<p>We are interested in the well-being and education of every child who comes into our school. We have rigorous monitoring in place that tracks the progress our children make in key areas of the curriculum. Our staff are skilled in identifying any concerns regarding a child’s educational or social needs. We also use data and other forms of assessment to identify additional needs. Parents/carers are strongly encouraged to speak to the class teacher or key worker and/or the Special Educational Needs and Disabilities Co-ordinator (SENDCo) about any concerns they have. They will be informed about the next steps the school will take and what is involved. The SENDCo can be contacted via the office.</p>	<ul style="list-style-type: none"> • The class teacher/Outreach Worker notifies the SENDCo if they and/or a parent/carer have concerns about a child. • We identify children who need additional support through our regular Target Review meetings. • We use the current SEND criteria to decide whether a child needs additional support together with our professional knowledge of the child. • We have systems in place to spot patterns in social interaction in order to plan out strategies to help a child.
2	How will staff support my child?	<p>All our teachers are teachers of Special Educational Needs. Once a child has been identified as having a special educational need we will develop a more personalised programme to support the child’s learning. Where possible this programme will be taught in class but on occasions the child may work out of class in a quiet area of the school with a member of staff. Most often these intervention programmes are done as part of a group although some are done one to one. Every class has at least one teaching assistant (TA) in addition to a qualified teacher. This means that if a child needs additional help in the classroom to access the curriculum we are able to allocate staff accordingly. Where we feel progress is not as rapid as we would expect, we are quick to respond to find alternative support.</p>	<ul style="list-style-type: none"> • Many of our teachers run group intervention programmes that are tailored to meet the needs of specific children. • We have many areas of expertise amongst our staff and we are able to draw on this in order to get the right provision for each child eg. Reading Recovery, teachers with knowledge of Autistic Spectrum Disorders (ASD) etc. • When we notice particular needs arising we endeavour to train key staff accordingly.

3	<p>How will the curriculum be matched to my child's needs?</p>	<p>We have set up a curriculum that is designed to excite and motivate all children. Differentiation of the curriculum in each classroom is excellent. This means that tasks are matched to each child's ability so that they can make rapid progress against their targets. The targets set will be within reach for the child and be shared amongst relevant staff. We have mixed ability classes where children are taught by their teacher alongside their peers.</p>	<ul style="list-style-type: none"> • We take on board advice given by outside agencies and we build this into a child's regular day e.g. we incorporate exercises recommended by physiotherapists. • In the Foundation Stage Unit we have a balance of adult-led and child initiated activities. • Any changes to the curriculum in line with national and local initiatives are monitored by the Senior Leadership Team. •
4	<p>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>	<p>We regularly share progress on each child at Parents' Evenings. At such meetings (and through other means) we talk about what can be done by families at home to support a child's learning at school. This is also reinforced by publishing each year groups' topic themes (curriculum web map) on our website. We host a number of learning events to help families understand what and how we teach their children and how they can best support their child's needs. We are more than happy to arrange additional meetings either directly with the class teacher or through the office.</p> <p>We understand that supporting a child's learning at home is not always an easy job. We are fortunate to have a full-time Home School Link on site and we can draw on her skills to help you. We would encourage you to share any concerns with us however minor.</p>	<ul style="list-style-type: none"> • We give formal feedback through Parents' Evenings, School Reports, Provision Maps and Annual Reviews for children with an Education Health and Care Plan (EHCP). • We give on-going feedback to children through our excellent marking and through discussion with the child. • We run workshops to help parents support their children at home e.g. phonics workshops, maths workshops etc. • We give careful consideration to what is required to overcome a child's barrier to learning e.g. sessions with our Home School Link Worker, language activities with our Teaching Assistants. • We conduct regular updates on targets and put in new ones when required. • When required, we give parents/carers updates at the end of the school day or over the phone.

5	What support will there be for my child's overall well-being?	<p>We know that all children learn best when they are happy. Our staff share this belief and work very hard to establish positive relationships with each child in their care. Our Personal, Health and Social Education (PHSE) curriculum was set up with our children in mind and tailored to meet the needs of the children in this community.</p> <p>Our highly-skilled Home School Link Worker and Emotional Literacy Support Assistants (ELSA) work with individuals and with families to support their well-being.</p> <p>Many staff are trained to support medical needs. We have clear medical procedures which are shared with parents.</p>	<ul style="list-style-type: none"> • Children are coached in using a strategy known as Kelso's Choices in order to sort out playground issues. • Staff are trained in general first aid as well as specific conditions such as anaphylaxis. • There is a high level of communication amongst staff in order that we have a consistent approach to each child. • In the Foundation Stage we have daily fruit time which models healthy eating as well as how to enjoy similar social situations. • Where appropriate, we have an intimate care policy. • We have procedures in place for when a child needs medication to be given by school staff.
6	What specialist services and expertise are available at or accessed by the school?	<p>Our staff have a high level of expertise which we draw upon on a daily basis. There are occasions, however, when we need to seek advice from the specialist teachers at the Local Authority such as the Educational Psychologist or colleagues from Learning and Language Support. We also have excellent links with colleagues such as Speech and Language Therapists, Paediatricians and Physiotherapists. Referrals to these agencies will only be made with the permission of parents/carers.</p> <p>Our Home School Link Worker and Designated Safeguard Lead work closely with colleagues from Children's Services in order to meet any social care needs.</p>	<ul style="list-style-type: none"> • We meet each year with key professionals to plan out aspects of provision for a child with special educational needs or disability. • We always inform parents if an outside agency is visiting a child and extend an invitation to a parent/carer if it is required. Reports will be shared by the class teacher with parents. • We utilise outreach services from specialist schools such as Freemantles School (specialising in teaching children with Autism). • Teachers have a good knowledge of deaf awareness. • We have access to an Early Years Advisor.
7	What training are the staff supporting	<p>Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is a qualified teacher and Deputy Headteacher. We have a highly skilled SEND team and all staff who work with</p>	<ul style="list-style-type: none"> • We draw on our own expertise within the school to provide training and professional development for members of staff working with our children.

	<p>children with SEND had or are having?</p>	<p>SEND children are dedicated to making a difference to each child's education. We regularly invest time and money in training our staff to continuously further improve Wave 1 provision. We train staff appropriately to ensure they run Wave 2 and Wave 3 interventions effectively. (See Stages of Support - School Provision Map on our website.)</p> <p>We invest heavily in the continuing professional development of our teaching assistants so that the children receive high quality additional support.</p>	<ul style="list-style-type: none"> • Continuing professional development is part of the culture of the school and often staff will attend courses by outside providers. • Teaching assistants meet weekly with the SENDCo and share aspects of good practice as well as sharing information. • We develop specialist roles amongst our teaching assistants eg. Emotional Literacy Support Assistant. • A member of the SEND team has done the National Award for SEND Coordination. • A number of staff have attended ELKLAN training. This is a course for staff who work with children who have social communication and language needs.
<p>8</p>	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Our school promotes involvement of all our children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where applicable parents/carers are consulted and involved in planning. We always produce very thorough risk assessments of all off-site activities.</p>	<ul style="list-style-type: none"> • For children with Autism we prepare booklets of photographs showing key aspects of the trip they are about to go on. • Where children with a disability cannot fully access an activity we ensure that we provide an experience that is as similar as it can be to the rest of the class. • Where necessary, individual risk assessments are carried out in consultation with parents/ carers. • Our infant children take part in a 'pretend trip' a few days before the real trip to show expected behaviours and to prepare them for the experiences they will have.
<p>9</p>	<p>How accessible is the school environment?</p>	<p>We have an Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments. Our policy and practice adheres to the Equality Act 2010. We monitor the languages spoken by families in our school and we produce a school</p>	<ul style="list-style-type: none"> • The school is well equipped with a disabled toilet, hoists, ramps and other specialist equipment. • Where possible we try to find other adults or children who can translate for non-English speakers.

		<p>prospectus that is more accessible to our parents who do not have spoken English as their first language. Where possible, we try to ensure that non-English speakers or those who struggle with written English understand the content of letters that go home. When required, translators are asked to attend meetings and school productions, particularly for our deaf families.</p>	
10	<p>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>	<p>We have a robust induction programme in place for welcoming new children to our school. We offer a flexible and individualised induction programme according to need.</p> <p>Our Provision Maps record what helps the child to learn and this information is passed on in transition. We have very good relationships with the schools that our children move on to.</p> <p>If there is important information to share our Home School Link Worker (HSLW) does transition work with children who are starting or leaving the school. She will identify vulnerable pupils in Year 6 who may need extra transition support and works closely with HSLWs and Heads of Year at the new school.</p>	<ul style="list-style-type: none"> • Our Year 6 teachers have a very thorough handover meeting with teachers from local Secondary schools. • Our SENDCo regularly meets with the SENDCo from the main transfer school. • Where a child has an EHCP we invite the SENDCo from the next school to attend the Annual Review meeting. • Parents with English as an Additional Language (EAL) meet with our dedicated EAL Teaching Assistant to discuss a new child's knowledge of English. • During the last term in Year 6 we spend a lot of time looking at transition. Children produce a transition book. Where required additional induction days will be organised with the new school.
11	<p>How are the school's resources allocated and matched to children's special</p>	<p>Resources are allocated according to the needs of the child. All interventions are monitored by the SEND Team in order to ensure that they are conducted to a high standard. The SEND Team look at the assessment data for children on intervention programmes. If the programme is effective and achieves the</p>	<ul style="list-style-type: none"> • We carry out drop-in observations to monitor the quality of the interventions. • We are flexible with our staffing and can move members of staff around according to individual need, if appropriate.

	<p>educational needs?</p>	<p>desired outcome we continue to use it as this represents value for money.</p> <p>When a child needs additional resources eg. a writing wedge or adapted scissors we use our SEND budget to buy the right equipment.</p>	<ul style="list-style-type: none"> • We keep a wide range of SEND resources for use in the classrooms eg. pencil grips, sequencing picture cards etc. • For the youngest children we can apply for discretionary funding where appropriate. • The Head Teacher, SENDCo and School Business Manager keep a close eye on ensuring that resources are allocated appropriately from the SEND budget.
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family often in consultation with outside agencies such as the Educational Psychology Service. Our decisions taken are in line with the SEND Code of Practice. Decisions are made on an individual basis according to the needs of the child.</p> <p>If your child has an EHCP, we will provide the level of support listed in the document. The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.</p>	<ul style="list-style-type: none"> • Teachers meet with families to talk through the best type of intervention needed to further support their child's learning. We have produced a booklet for parents which outlines the intervention programmes and additional support that we offer. • Teachers talk to the child about their participation in an intervention programme linking it to their specific targets. • Targets are reviewed regularly and adapted as required.
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<p>Parents are strongly encouraged to participate in the whole life of the school e.g. the PTA, Parent Governors, reading volunteers etc. We whole-heartedly believe in working with parents in order to support a child's learning, aspirations and needs.</p>	<ul style="list-style-type: none"> • In 'Wonderful World Week' parents are invited to come in to school to share aspects of their cultural heritage. • By arrangement we are happy for parents to come in and do voluntary works.



		<p><i>N.B Safeguarding checks may need to be carried out.</i></p>	<ul style="list-style-type: none"> • During Book Week we encourage parents to come in and share a book from home. • Parents are often invited to help out on school trips. •
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 or key worker.</p> <p>You may be referred on to the school’s Special Educational Needs and Disabilities Co-ordinator (SENDCo), our Home School Link Worker (HSLW) or other agencies depending on the nature of the enquiry.</p>	

Additional Information

Children will not necessarily access all of the provision mentioned in this document but they will receive what is appropriate to their individual needs.

Please refer to our school prospectus and website for further information about the school <http://www.guildfordgrove.surrey.sch.uk>

Additional documentation about SEND provision at Guildford Grove can be found on our website <http://www.guildfordgrove.surrey.sch.uk/Special-Educational-Needs-and-Disability-SEND/>

If you are interested in reading about the SEND provision for children in The Lighthouse Specialist Centre for Deaf Children please visit the website <http://www.guildfordgrove.surrey.sch.uk/Lighthouse>

Other information may be found on the Local Authority website <http://www.surreylocaloffer.org.uk>