



**Guildford Grove Primary School
Special Educational Needs and Disability (SEND) Information Report
School Offer**



Name: Guildford Grove Primary School
Address: Southway, Guildford, GU2 8YD

Co-Head Teachers: Rona Mackie and Lucy Ryder
SENDCo: Zoe Jones
Deputy SENDCo: Laura Chamberlin
SEND Support Manager: Anne Neale

Contact details: Telephone: 01483 504713
Email: info@guildfordgrove.surrey.sch.uk
Website: www.guildfordgrove.surrey.sch.uk

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1	<p>These are the types of SEND that are provided for at the school</p>	<p>We are a mainstream school with a specialist centre for the deaf. We pride ourselves on being an inclusive school and, where we are able, we provide additional support for a range of needs that can be met in a mainstream setting, including:</p> <ul style="list-style-type: none"> • Communication and interaction For example, children with autistic spectrum disorder (ASD), children with speech and language difficulties. • Cognition and learning For example, children with specific learning difficulties. • Social, emotional and mental health For example, children with attention deficit hyperactivity disorder (ADHD). • Sensory and/or physical needs For example, children with limited mobility. <p>(For information about our Lighthouse Specialist Centre for the Deaf, please refer to the SEND Information Report for the Lighthouse).</p>
2	<p>We Identify pupils with SEND by assessing their needs</p>	<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.</p> <p>Our staff are skilled in identifying any concerns regarding a child’s educational or social needs. We use Surrey’s Profile of Need or Early Years Graduated Response to decide whether a child needs additional support, together with our professional knowledge of the child. We use data and other forms of assessment to identify additional needs. We also identify children who need additional support through our regular SEND Progress meetings.</p> <p>Parents/carers are strongly encouraged to speak to the class teacher and/or the Special Educational Needs and Disabilities Co-ordinator (SENDCo) about any concerns they have.</p>

		<p>They will be informed about the next steps the school will take and what is involved. The SENDCo can be contacted via the school office (see contact information above).</p>
<p>3</p>	<p>We consult and involve pupils and parents/carers</p>	<p>If we think that a child needs additional help at school, we will always discuss this with the parent explaining our reasons. Once a child has been identified as having a special educational need, they will be put on the Special Educational Needs and/or Disability register (SEND register), and we will develop a more personalised programme to support the child’s learning. Teachers write Provision Maps detailing the child’s targets as well as the strategies they are using to achieve them.</p> <p>Throughout the year, we update their Provision Map targets and put in new ones when required. As a minimum, Provision Maps are shared with parents/carers during Parents’ Consultations and at the end of the academic year. Parents/carers can ask questions about how to support their child and this will be recorded on their Provision Map.</p> <p>We give formal feedback through Parents’ Evenings, School Reports, Provision Maps and Annual Reviews for children with an Education Health and Care Plan (EHCP). When required, we also give parents/carers updates at the end of the school day or over the phone.</p> <p>We give on-going feedback to children through our excellent marking and through discussion with the child. Teachers also talk to the child about their participation in an intervention programme linking it to their specific Provision Map targets.</p> <p>We also run information sharing sessions to help parents support their child’s learning at home e.g. phonics workshops, reading workshops etc.</p> <p>We encourage parents and carers to support their child’s learning at home and we understand that supporting a child’s learning at home is not always an easy job. We are fortunate to have a Home School Link Worker on site and we can draw on her skills to</p>

		<p>help. We would encourage parents/carers to share any concerns with us, however minor.</p> <p>We welcome parents to participate fully in school life, e.g. through PTA events, as reading volunteers, or accompanying school trips. We value their expertise and invite them to share this in school, e.g. reading dual language texts or cooking international dishes in Wonderful World Week, sharing knowledge and experience during STEM week.</p>
4	<p>We assess and review pupils' progress towards their targets and outcomes</p>	<p>We follow Surrey's graduated approach which is a way of helping to identify the needs of children with SEND and provides support to help them to learn and progress. It follows a four-part cycle of 'assess, plan, do and review.'</p> <p>A child's short-term targets are reviewed regularly on their Provision Map. Their progress is discussed between class teacher and the SEND team at SEND Progress meetings which are held across the year.</p> <p>Where we feel progress is not as rapid as we would expect, we are quick to respond to find alternative support. Where appropriate, we use advice from external professionals e.g. speech and language therapists, when reviewing progress and outcomes.</p> <p>If a child has an Education, Health and Care Plan (EHCP) we hold statutory Annual Review meetings once a year where all those who work with the child provide information on their progress towards outcomes. Parental/carers views are also sought about how they think their child is doing and what other support they think their child may need.</p>
5	<p>How we evaluate the effectiveness of SEND provision</p>	<p>This is done by:</p> <ul style="list-style-type: none"> • Regularly reviewing pupils' individual progress towards their goals and updating Provision Maps accordingly; • Reviewing the impact of interventions. Resources are allocated according to the needs of the child. All interventions are monitored by the SEND Team in order to

		<p>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 desired outcome, we continue to use it as this represents value for money. We carry out drop-in observations to monitor the quality of the interventions.</p> <ul style="list-style-type: none"> • Holding annual reviews for pupils with EHCPs. • Seeking feedback from Teaching Assistants during weekly TA meetings, chaired by the head teacher or SENDCo. • Holding SEND Progress meetings with each class teacher at least twice a year.
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6	<p>Our approach to teaching pupils with SEND</p>	<p>Our teachers are responsible and accountable for the progress and development of all the pupils in their class and they are all teachers of pupils with SEND. High-quality teaching is our first step in responding to pupils who have SEND, which will be differentiated for the individual needs of the child.</p> <p>Once a child has been identified as having a special educational need, we develop a more personalised programme to support the child’s learning, and this will be recorded on their individual Provision Map. Where possible, target work is carried out 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.</p> <p>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.</p> <p>We take on board advice given by other professionals e.g. speech and language therapists and we build this into a child’s regular day. On occasion we provide an individual curriculum to meet a child’s specific needs. When a child needs additional resources e.g. a writing wedge or adapted scissors, we use our SEND budget to buy the right equipment.</p>
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7	How we adapt the curriculum	<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>
8	Additional support for learning and working with other agencies	<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 specialists at the Local Authority such as the Educational Psychologist or Specialist Teachers. 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>We meet each term with key professionals to plan out aspects of provision for children with SEND. We will 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 with parents. We also utilise outreach services from specialist schools such as Freemantles School (specialising in teaching children with Autism). We also have access to an Early Years SEND Advisor.</p>
9	The expertise and training of our staff	<p>Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is a qualified teacher and Assistant Headteacher who holds the PGCiPP National Award for Special Educational Needs Coordination. Our deputy SENDCo also holds this award. We have a</p>

		<p>highly skilled SEND team and all staff who work with SEND children are dedicated to making a difference to each child's education.</p> <p>We invest heavily in the continuing professional development of our teachers and teaching assistants so that the children receive high quality additional support. We draw on our own expertise within the school to provide training and professional development for members of staff working with our children. Teaching assistants meet weekly with the SENDCo and share aspects of good practice as well as sharing information.</p> <p>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. When we notice particular needs arising, we endeavour to train key staff accordingly e.g. ELKLAN (language provision) and ELSA (Emotional Literacy Support Assistant).</p> <p>All staff have a good knowledge of deaf awareness.</p>
10	<p>We enable pupils with SEND to have equal access to all school activities and to the school environment</p>	<p>Our school promotes the 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, where applicable an individual risk assessment will also be produced.</p> <p>All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs (numbers permitting). We ensure that all children are able to go on our residential trip(s) and that they are able to take part in sports day/school productions etc.</p> <p>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, ensuring</p>

		<p>equality of opportunity. Preparations are carefully planned for pupils with additional needs, e.g. Autism, who may take part in ‘virtual’ visits to prepare for trips.</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 adhere to the Equality Act 2010.</p> <p>We monitor the languages spoken by families in our school and, 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> <p>The school is well equipped with a disabled toilet, hoists, ramps, and other specialist equipment.</p>
11	<p>We provide support for improving emotional and social development</p>	<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. This includes online safety and well-being.</p> <p>Our highly skilled Home School Link Worker and Emotional Literacy Support Assistants (ELSAs) work with individuals and with families to support their well-being.</p> <p>Children are coached in using a strategy known as Kelso’s Choices in order to sort out playground issues. Staff also use approved approaches such as Zones of Regulation and Emotion Coaching to support children’s well-being and their access to the curriculum.</p> <p>Many staff are trained to support medical needs. We have clear medical procedures which are available on request. We have procedures in place for when a child needs</p>

		<p>medication to be given by school staff. Specific training is carried out on a needs basis, e.g. if a child has diabetes. Where appropriate, we have an intimate care policy.</p> <p>There is a high level of communication amongst staff in order that we have a consistent approach to each child.</p> <p>We have a sensory room which provides a sense of calm and comfort and can help children to self-regulate their behaviour. All children take part in theme weeks such as Anti-bullying Week and Feeling Good Week.</p>
12	<p>We support pupils moving between phases</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. Parents with English as an Additional Language (EAL) meet with our dedicated EAL teaching assistant to discuss a new child’s knowledge of English.</p> <p>Families of children with identified SEND who are starting Nursery or Reception may be invited to attend a school-led transition meeting with our Early Years SEND advisor. Reception teachers visit local nurseries to meet children and key workers of pupils who will join us in Reception.</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. During the last term in Year 6 we spend a lot of time planning for successful transitions. Children produce a transition book. Where required, additional induction days will be organised with the new school.</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 and our Year 6 teachers have a very thorough handover meeting with</p>

		<p>teachers from local Secondary schools. In addition, our SENDCo regularly meets with the SENDCo from the main transfer school.</p> <p>At transition Annual Review meetings for children with an EHCP we work alongside parents to advise on the most appropriate setting for their child. At the Year 6 Annual Review meeting we invite the SENDCo from the next school so that they can meet the child and tell them about their new school and will share relevant information with them.</p>
13	Complaints and concerns about SEND provision at our school	<p>Complaints and concerns about SEND provision in our school should be made to the SENDCo in the first instance via info@guildfordgrove.surrey.sch.uk or by phoning the school on 01483 504713. We will try our very best to resolve the issue to everyone's satisfaction. However, if appropriate, parents/carers will be referred to the school's complaints policy which is available on our website (see below).</p>
14	Additional advice and support for parents of children with SEND	<p>Please refer to our website for further information about the school: http://www.guildfordgrove.surrey.sch.uk</p> <p>Our SEND Policy can be found under: https://www.guildfordgrove.surrey.sch.uk/policies/</p> <p>If you are interested in reading the SEND information report for children in The Lighthouse Specialist Centre for Deaf Children: http://www.guildfordgrove.surrey.sch.uk/policies</p> <p>Information and services for young people with SEND and their families can be found on the Local Authority's Local Offer website http://www.surreylocaloffer.org.uk</p> <p>SEND Advice Surrey provides impartial, confidential and free support for parents and young people https://sendadvice.surrey.org.uk/</p>