



George Street Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

2024 - 2025



Introduction

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school and education.

All schools are supported by a number of services to be as inclusive as possible in order to meet the needs of pupils with SEND within mainstream education and settings.

There are four broad areas of need that are named with the SEND code of practice (2015), which are:

- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties
 - Sensory and Physical Needs



What is the Local Offer?

The Children's and Families Bill (2014) requires local authorities and schools to publish and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the Local Offer.

The intention of the Local Offer within an authority is to inform children and young people with SEND and families of those with SEND of available services to them within their local area/authority.

It is an important resource for parents and carers in understanding the range and availability of services and provision within a local area. To find out about Hertfordshire's Local Authority offer and services available to young people with SEND click in the links below:

www.hertfordshire.gov.uk and search for SEND. Once the search is entered this will take you to the main SEND page where links about the local offer and SEND strategy and other information can be found in relation to SEND in Hertfordshire.

On the next page, are some questions that parents or carers of pupils with SEND may find helpful or useful to have the answers to. Please see the information provided on the following pages on how pupils with SEND and their families can be supported at George Street Primary School.



Questions

1. What kinds of special educational needs are provided for at George Street Primary School?
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11. How are facilities that are available accessed by children with special educational needs?
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What kinds of special educational needs are provided for at George Street Primary School?

George Street Primary School is a Local Authority, fully inclusive mainstream primary school and aims to:

- ☐ Ensure all pupils reach their full educational potential and pupils make good progress regardless of any special educational need, learning difficulty, disability or disadvantage.
- ☐ Recognise and assess additional needs through early identification and timely intervention to ensure that everything possible is implemented to remove barriers to learning at the earliest opportunity.
- ☐ Personalised provision enabling all pupils to access the curriculum and achieve their full potential.
- ☐ Actively involve parents and carers in any decisions affecting their child's education.

To ensure that these aims are achieved staff at George Street will ensure that:

- ☐ All staff and adults have the highest aspirations and expectations for every child.
- ☐ Provision is adapted accordingly using reasonable adjustment and is responsive and matched to individual pupil's needs.
- ☐ Extended and outreach services provision make a difference to outcomes for children and their families.
- ☐ Pupil voice and views are used to inform school improvement planning.
- ☐ Every child is able to access all areas of school life.

Provision is made to meet the needs of children and young people with SEND within the four broad areas of need; Communication and Language, Cognition and Learning, Social, Emotional and Mental Health Difficulties (SEMH), Sensory and Physical Needs.

What should I do if I think my child has Special Educational Needs?

If you should have any concerns regarding your child's progress or wellbeing, you can discuss these with your child's class teacher in the first instance. It is best to speak with class teachers at the end of the school day as this does not then impact on teaching and lesson time. You can also speak to the Special Educational Needs and Disability Co-ordinator (SENDCO). To do this, please call the office and arrange a suitable appointment or discuss via the telephone. The school's SENDCO works full time and is available to discuss your concerns.

The SENDCO for 2024 – 2025 is Miss Ellie Gabriel.

How does the school know if children need extra help?

At different times in their school life, a child may have a Special Educational Need (SEN). The Code of Practice (2014) defines SEN as follows:

“A child or young person may have SEN if they have a learning difficulty or disability which call for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or**
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they have SEN. Information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments. Whilst a child may need extra support, this does not necessarily mean that they have Special Educational Needs.

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

If a child is identified as having SEND, the school may provide support that is additional to or different from the differentiated approaches and teaching and learning approaches normally provided as part of Quality First teaching within the classroom environment.

Some pupils may require more personalised teaching that supports any barriers to learning and further strategies to support this will be set out in individual, personal SEN support plans.

When providing support that is additional to or different from normal classroom practice, we engage in a four-stage process: Assess, Plan, Do and Review. This is outlined on the next page.

The majority of children with SEN will have their needs met in the above way, using the four stage cycle reviewed at regular intervals with relevant changes being made to provision. In some circumstances it may be necessary to request the support of a number of external agencies and in rare cases, it may be necessary to determine whether or not a request for an Education Health and Care Needs Assessment would be beneficial. A request for an Education Health and Care Needs Assessment can be made to the Local Authority in accordance with Education, Health and Care. Any request made by school for an Education, Health and Care Plan is made in liaison with parents/carers and professionals. Parental requests can also be made to the Local Authority.

The Assess, Plan, Do, Review Cycle

Assess – involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. The plan will be recorded on a support plan (purple folder) and will form the basis for half termly review meetings held with the child's class teacher and parents/carers. In some cases, it may be relevant for the SENDCo to attend.

Do – support will be provided by the class teacher, teaching assistant or learning aids as set out in the support plan.

Review – impact of the support provided will be measured and changes to the support will be made. All of those involved – the child, their parents or carers, their class teacher and at times the SENDCo contribute to this stage. This then informs the next cycle. Meetings with Teachers and Teaching Assistants to discuss children's progress are held half termly.

How will the staff at George Street support my child?

The Headteacher has overall responsibility for provision for pupils with SEND.

George Street Primary School has a designated SENDCo who is responsible for the day to day management of provision for SEND.

The SENDCO for 2024 – 2025: Miss Ellie Gabriel.

George Street Primary School also has a named Governor for SEND: Kevin Hallahan

Class teachers are responsible for checking on the progress of all pupils and identify, plan and deliver any additional support that a pupil may need in liaison with the SENDCo. Class teachers will share and review any support plans with parents and carers each half term. Class teachers have responsibility for personalising teaching and learning identified through classroom and observation and through Quality First Teaching. At George Street, we have a highly qualified team of support staff who are able to provide additional support. This can be with individual pupils or in small groups using a variety of interventions. All of the staff at George Street Primary School are committed to continuing professional development.

What is George Street's approach to teaching, learning and development of children with special educational needs?

At George Street Primary School, all staff recognise and have responsibility for providing a broad and balanced curriculum for all children.

In accordance with the SEND Code of Practice (2015), teachers will:

Set suitable learning challenges; respond to children's diverse learning needs; overcome potential barriers to learning and assessment for individuals and groups of children
Setting suitable learning challenges
Overcoming potential Barriers to learning
Responding to diverse Learning needs
Curriculum planning for children with SEND will take into consideration the type and the extent of any difficulties or barriers experienced by the child. In most cases the action necessary to respond to an individual's requirements will be met through greater differentiation of tasks and materials. In some cases it may be necessary for a pupil to need access to specialist equipment, approaches or alternatively adapted activities. Teaching and support staff will liaise with and follow the advice and recommendations from external professionals as and when necessary in such cases. Teachers and TA's will, as and when appropriate, work in close liaison with parents/carers and other external agencies that may support the child and family.

How will the curriculum be matched to my child's needs?

If a child is identified as having an additional need, it is the responsibility of the class teacher to adapt lessons according to the child's need.

Additional resources will be provided and support given in class.

Where children need further support than quality first teaching, interventions away from the class may be required.

How will I know how my child is doing and how will the school help me to support my child's learning?

Teachers are always available to give parents feedback on their child's learning. There are two scheduled parent's evenings each year in October and February where teachers are able to discuss your child's progress in detail. For children on our SEND register, teachers will have 20 minutes to discuss the child so that they can also speak about their support plan.

In addition to this, teachers are required to meet with parents who have a child on the SEND register at the start/end of each half term to discuss the child's support plans and work that is taking place to help the child.

What support will there be for my child's overall wellbeing?

At George Street, we pride ourselves on being advocates for children's mental health and wellbeing. All of our staff are nurturing and caring and take time to listen to the child. We have lots in place to support children's wellbeing including; Stormbreak, sensory equipment, play therapy, music therapy and the opportunity for children to be supported by a pupil support worker from Gade Schools Family Support should this be required.

Since September 2023, we have had a sensory room installed, which children can use to regulate themselves.

George Street recently undertook the raising attainment for wellbeing award and achieved silver. This has shown that we pride ourselves on taking children's wellbeing seriously, and support them when they need it.

We also have an ELSA (Emotional Literacy Support Assistant) working in our school, who is able to take referrals and work with children on a 1:1 or group basis.

Last academic year, we started working with a Hertfordshire trainee children's mental health practitioner. She is able to work with parents and children on a 1:1 basis and in small groups.

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

We recognise that transitions can be challenging for some children whether that be the move to secondary school or just a new classroom and teacher at the start of each academic year. At George Street, we have built strong links with our feeder secondary schools and ensure that there is a sufficient handover. Furthermore, should a child or group of children require extra transition, we will arrange this with our secondary schools so that children are given the best possible start in the next stage of their education.

For children who are feeling anxious about transitioning to a new class, we make sure that there are ample opportunities for children to visit their new classroom and spend time with their new teacher. We pride ourselves on being a small school where all staff are familiar with children and their needs, making the move a little less scary for children.

How are facilities that are available accessed by children with special educational needs?

George Street has accessibility arrangements for those children who require them.

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

George Street is an inclusive school. We never exclude a child who has needs from being involved in any aspect of school life including trips, workshops, after school clubs etc.

Occasionally, we may speak to parents to help us to create an individual risk assessment for a child who is partaking on activities outside of the classroom. From time to time and depending on the child's needs, parents may be asked to attend a school trip.

What training have the staff supporting SEND had or what training are they having?

- ☐ Steps training (therapeutic behaviour management)
- ☐ Autism training
- ☐ LEGO therapy
- ☐ How to make reasonable adjustments
- ☐ ADHD training
- ☐ Level 1 mental health training
- ☐ Training from DESC
- ☐ Training from our play therapist
- ☐ Modelling from a speech and language therapist
- ☐ Great skills for teaching assistants
- ☐ TAB training (therapeutic behaviour management in the Early Years)
- ☐ Sensory circuit training

- ☐ * Please note: This is a variety of training and not all staff have experienced all of this training.

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

- ☐ Early Years SEND Team
- ☐ Speech and language
- ☐ Occupational therapy
- ☐ Communication and Autism Team
- ☐ DESC (Dacorum Education Support Centre) Outreach Services
- ☐ Play therapy

How is the effectiveness of special educational provision assessed and evaluated?

The SENDCo regularly meets with the Headteacher to explore the effectiveness of provision available at George Street.

Each year, the SENDCo completes the Hertfordshire Benchmarking Tool for SEND and assesses the school's effectiveness against a given criteria. This allows us to continuously see how we can improve.

The SENDCo undertakes regular monitoring of the SEND provision available in classrooms.

What provision is at the school to help my child with additional needs?

As a school, we pride ourselves on the provision that we have on offer for children with SEND.

These include:

- ☐ A sensory room with padding on the walls and floors, an interactive light tube, mirrors, interactive light panel and interactive lighting.
- ☐ A sensory pathway for children to take a movement break.
- ☐ An outdoor gym, providing opportunities for sensory and movement breaks.
- ☐ A sunshine room, used as a separate learning space for those children who may find the main classroom overwhelming.
- ☐ A dedicated SEND team for those children who cannot manage in a mainstream classroom with reasonable adjustments in place.

Who can I contact for further information?

For further information, please contact Miss Ellie Gabriel (SENDCo) by calling the school office.