



SEN Information Report for Ghyllgrove Primary School, The Gore, Basildon, Essex

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

School based information	Responsibility	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning, or if they have a Special Educational Need and/or Disability (SEND)?	Class Teacher	The class teacher is responsible for: ● Ensuring that all children have access to good/outstanding quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). ● Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources) and discussing any changes with the Specialist Educational Needs Co-ordinator (SENCO) as necessary. ● Writing, sharing and discussing targets with parents on a termly basis. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what reasonable adjustments need to be made to enable them to be included and make progress. ● Ensuring that the staff members working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. ● Following the school's SEN Policy in their classroom and for any pupil they teach with SEND.
	SENCO/SEN Team	Mrs Foote, Mrs Greenwood and Mrs Briggs are responsible for: ● Coordinating all the support for children with Special Educational Needs (SEN) and or disabilities to make sure all children get a consistent, high quality response to meeting their needs in school.

	Teacher of Deaf in charge of Resource Base for hearing impaired children Learning Support Assistant (LSA) Headteacher	Ms. Scrocca is responsible for co-ordinating the teaching and support for all children who attend the deaf resource base. The role of SENCO and teacher in charge of the deaf resource base includes: ● Involving you in supporting your child's learning. ● Keeping you informed about the support your child is getting. ● Involving you in reviewing how they are doing. ● Including you in planning ahead for them. ● Liaising with all the other people who may be coming into school to help support your child's learning eg. Speech and Language Therapist, Educational Psychologist. ● Updating the school's SEND records and making sure that there are up to date details of your child's progress and needs. ● Providing specialist support for teachers and other staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. ● Supporting your child's class teacher to write learning targets for your child to achieve. ● Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school. Please refer to our school SEND policy. A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback. Mrs Tidiman is responsible for: ● The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. - They will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
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How can I talk to them about my child if I need to?	SEND Governor	- They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. Mrs McCarthy is responsible for: • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school Should you wish to talk to any of the above, please contact Ghyllgrove Primary School's office: 01268 450067 or email parent@ghyllgrove.essex.sch.uk
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How are children with SEN supported by the Local Authority?	The Local Authority provides services and information on how they support children with SEN in Essex. You can locate this information by accessing their website at www.essexlocaloffer.org.uk The Local Authority commissions a primary enhanced provision for hearing impaired children. The resource base is for children who have or are being assessed for an Education Health Care Plan (EHCP) that has hearing impairment as their main need. For nursery age children an assessment place can be offered to children who have hearing impairment as their primary need on their One Plan. The local Authority commissions placement of EYFS and KS1 pupils with SEMH to an enhanced provision known as the Arc Admission is via the strategy panel. Mrs Patmore is the Head of the SEMH Enhanced Provision.
What are the kinds of SEN provided for in this school?	We support pupils with a wide range of SEND. These include communication and speech and language difficulties, learning difficulties, social emotional and mental health difficulties and sensory and/or physical needs.

	Types of support	What would this mean for your child?	Who can get this kind of support?
How are children with SEN identified and supported in this school?	Class teacher input via good/outstanding quality first teaching	The class teacher will have the highest possible expectations for your child and all pupils in their class. ● All teaching is based on building on what your child already knows, can do and can understand. ● They include putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. ● Putting specific strategies in place (which may be suggested by the SENCO or professionals from outside agencies) to enable your child to access the learning task and make progress.	All children in school receive this.
	Specific small group work/intervention groups/ reasonable adjustments	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gaps between your child and their peers. ● The class teacher, in consultation with the SENCO, will arrange group sessions for your child with targets to help your child to make more progress. Your child will be informed about the need for this alternative provision and their views will also be sought. ● A Learning Support Assistant/teacher may run these small group sessions using the teacher's plans or a recommended programme. The resources we could access may include: Rapid Read, Rapid Phonics, basic maths skills, Attention Autism, Gym Trail, Numicon, Musical communication, EYFS talk boost, Language and Communication programmes, Play Therapy, Motor Control programmes, Social story/skills programme, Additional letters and sounds teaching, Additional reading interventions, Happy to be me, Talk boost, Zones of Regulation, Mindfulness Speech and Language link,	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some additional SEN support in school.

		intensive interaction, sensory processing and precision teaching. All staff are AET trained. All staff are TPP trained. All teaching assistants have had ADHD training. Some staff members are PRICE trained and some are AET Level 3 ASD trained.	
	Resource Base for deaf children	Children can work in small groups or 1:1 in the resource base rooms, which have good acoustics, and the children are supported by staff with experience of working with hearing impaired children. The children also work within their assigned mainstream classroom, supported as necessary by staff from the resource base. The children have access to regular Speech and Language Therapy (provided by the health service) and sign language users have teaching from a local authority sign language instructor.	All children in the enhanced provision.
	Specialist groups run by outside agencies This may be from: - Local Authority central services such as Visual support or Hearing Impaired - Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or EWMHS	If your child has been identified as needing further specialist input in addition to good/outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. - Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward. - If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. - The specialist professional may then work with your child to understand their needs and make recommendations, which may include: - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.	Some children not making progress despite intervention groups may need even more additional SEN support.

		□ Support to set targets which will include their specific professional expertise. □ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. □ A group or individual directly working with outside professional ● The school may go on to suggest that your child needs some individual support or further group support in school. You will be told how the support will be used and what strategies will be put in place. If we feel that your child needs more than 18 hours of SEN support in school to make good progress, then we will consult with all parties and make a request to the Local Authority for an Education and Health Needs assessment (EHCNA). If this is not agreed, the school will continue with SEN support and also set up a meeting in school to ensure a revised plan is in place to ensure your child makes as much progress as possible. ● If an ECHP is awarded, this will outline the outcomes and aspirations for your child and support your child with specific strategies. It will also include learning outcomes for your child. ● There may be an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.	Some children's learning needs are: ● severe, complex and lifelong ● possibly requiring an EHCP assessment.
How do we improve the emotional and social development for children with SEN? What support is there for avoiding exclusion and increasing attendance?	As a school we have a very positive approach to emotional and social development with a clear reward system that is followed by all staff and pupils. If your child has specific difficulties with their emotional and social development, then we have a dedicated pupil support team ready to help them. ● Our Pastoral Mentors (Blue room) can offer support to help overcome barriers to learning and to work intensively on your child's emotional and social skills. ● Our Pastoral Mentors offer small group intervention to improve social skills at playtime and lunchtimes. ● Counselling can be arranged for pupils who need more intensive emotional support. ● Bullying is addressed through good quality personal and social whole class lessons. There are also regular assemblies when the whole school learn about bullying and who to tell if they are being bullied.		

	● Incidences of reported bullying are acted upon in a rigorous and systematic manner (see Bullying Policy) ● Attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absences are recorded and reported upon to the head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.
How will my child be included in activities outside the classroom including school trips?	● All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. ● A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.
How does the school manage the administration of medicines?	● The school has a policy regarding the administration and managing of medicines on the school site. As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations. (Please see Supporting pupils with Medical Conditions policy)
What can I do if I am not happy about my child's progress in this school?	If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO/Teacher in charge of the enhanced provision or head teacher. If you are still not happy you can speak to the school SEN Governor/follow and refer to the schools Complaint policy and procedures.
How will the school let me know if they have any concerns about my child's learning in school?	When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. Furthermore, each term the school holds pupil progress meeting where the individual class teacher, head teacher and LSA discuss the progress of pupils. 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 decide about whether to monitor this or set up an intervention group and will inform you and them. ● If your child is still not making progress, the school will discuss the following with you: ☐ Any concerns you/we/they may have. ☐ Any further interventions or referrals to outside professionals to support your child's learning. ☐ How we could work together, to support your child at home/school.
How is extra support allocated to children with SEND?	The school budget, received from Essex LA, includes money for supporting children with SEND. ● The head teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.

	● The head teacher and the SENCO discuss all the information they have about SEN in the school, including: □ the children getting extra support already □ the children needing extra support □ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. ● The head teacher and Teacher of Deaf in charge of the resource base discuss the management of the resource base and how resources are allocated to ensure all pupils are best supported. ● All resources/training and support are reviewed regularly and changes made as needed.	
How will my child be able to contribute their views?	● We celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Class Circle times, School Council meetings, Good Practise Seekers and Pupils view questionnaires which is an open forum for any issues or viewpoints to be raised. ● Children who have individual support plans discuss and set their targets with their class teacher. ● If your child has an EHC Plan their views will be sought before any review meetings/one planning and they will be invited to attend if this does not distress them.	
Who are the other people providing services to children with SEND in this school?	Directly funded by the school.	5 Pastoral Mentors Learning Support Assistants Part time Counsellor Well trained Midday team and Supervisor A Highly Qualified SEN team SEMH support workers Trained ASD staff ASD champion PECs trained LSA
	Paid for centrally by the Local Authority but delivered in school.	Resource Base for hearing impaired children including Teacher of Deaf, and LSAs experienced in working with HI children Specialist teacher in social, emotional and mental health Educational Psychology Service Sensory Service for children with visual or hearing needs SEND Information Advice and Support (to support families through the SEN processes and procedures)
	Provided and paid for by the Health Service (NHS)	For children who have medical issues the SENCO can seek advice from school nurse to advise accordingly

	Trust) but delivered in school	Speech and Language Therapy Occupational Therapy/physiotherapy Professional training for school staff to deliver medical interventions Basildon hospital Audiology Department Royal National Throat Ear and Nose Hospital Great Ormond Street Hospital Addenbrookes Hospital (audiology and cochlear implant department) School nurse team Health visitor works in supporting our under eights.
How are adults in this school trained to support children with SEND?		The SENCO's job is to support the class teacher in planning for children with SEN. ● The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This many include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. ● Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. ● Individual teachers and support staff may attend specialist training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service and Sensory service or medical/health training to support staff in implementing care plans. ● Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO. ● All staff working in the RBHIC have, or are working towards, a British Sign Language qualification of at least Level 1, with most having passed Level 2. ● All staff receive Deaf Awareness training. Staff in the resource base are trained in basic audiology and have experience of working with hearing impaired children.

How will adaptations be made to the curriculum and the learning environment for children with SEN?	Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your children to learn as independently as possible. ● Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. ● Specific resources and strategies will be used to support your child individually and in groups. (Access plan including disabled toilets, Equality Plan, Behaviour charts/rewards, Visual timetables, Left-handed scissors, Writing slope, Finger Gym and Gym Trail resources, Wide range of reading materials, Interactive Whiteboards, Social stories, Teodorescu (Write from the start), Coloured overlays, Communicate in Print). ● Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. ● Some classrooms are acoustically treated, and some classrooms and the school halls have sound field systems to provide a better listening environment for all children. ● Teaching within the resource base is delivered using English, Sign Supported English or British Sign Language as appropriate. ● Hearing impaired children will be taught wherever possible in an acoustically treated room. Radio aids are used for individual children.
How does this school assess and review the progress of children, and the effectiveness of the support put in place for children with SEN? How will I get to know about this?	Your child's progress is continually monitored by his/her class teacher. ● His/her progress is reviewed formally every term and a judgement reached as to how well they are working in relation to their age-related expectation in reading, writing and mathematics. Progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour is also considered as is the wider curriculum. ● If your child is not meeting their age expectation then they will be placed within the appropriate year group for them and a curriculum provided that best promotes accelerated progress. Alongside this we will use other assessment tools to measure progress. ● At the end of each key stage all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are

	published nationally. Some children with SEN do not sit these tests, and this decision is jointly made by school staff and parents. ● The parents of children receiving SEN support, along with their child, have an opportunity each term to discuss their children's learning targets and progress with the teacher and SENCO and plan for the future. ● The progress of children with an EHC Plan is then formally reviewed at an Annual Review with all adults involved with the child's education. Your child's view will be sought during this process. ● The SENCO will also check that your child is making progress within any individual work and in any group that they take part in. ● A range of ways will be used to keep you informed, which may include: Home/school book, letters/certificates sent home, additional meetings as required, reports, rewards and celebrations. ● Any interventions and support put into place for children with SEN is reviewed on a regular basis by the senior leadership team. Should an intervention not be having the desired impact then alternative provision will be delivered. These decisions will be discussed with parents and the child.
What support do we have for you as a parent of a child with SEND?	We would like you to talk to your child's class teacher or teacher of Deaf in charge of the resource base for deaf children (RBDC) regularly so together you can discuss your child and their progress. Appointments are usually made in the school office. ● The SENCO/Teacher of Deaf in charge of RBCD (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 by the person involved directly, or where this is not possible, in a report. The SENCO is available to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child and will always seek your involvement in matters of concern. ● You will have an extra opportunity each term to discuss your children's learning targets and progress with the teacher/ or SENCO. ● Homework will be adjusted as needed to your child's individual needs. ● A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

	● If your child is undergoing an EHCP assessment you can contact the SEND Information, Advice and Support Service (SEND IAS). They will ensure that you fully understand the process. They can be contacted at send.iass@essex.gov.uk (0330 013 8913) ● We hold an opportunity for parents to meet every term to talk to each other and members of staff. ● Any member of the Blue room Team is available should you wish to discuss the needs of your child.
How will my child be included in activities outside the classroom?	At Ghyllgrove Primary School we have a range of before and after school clubs, and also lunchtime clubs. These are available for all children to attend. These include signing club, sports clubs and drawing club. There are also regular class day trips out to enrich the curriculum. You will be informed of these once booked by the class teacher. Year 6 undertake a residential visit in the summer term.
How have we made this school physically accessible to children with SEND?	The ground floor of the school is accessible to children with physical disability via ramps, in our new building we have lift access to the first floor. We ensure that equipment used is accessible to all children regardless of their needs. The school has a disabled toilet with a H hoist and staff on site are trained to use it. Some classrooms have sound field systems and are acoustically treated. The RBDC has its own specially adapted rooms. Further information is included in the school's accessibility plan.
How will we support your child with identified special needs when starting at this school?	We will invite you to visit the school with your child to have a look around and to speak to staff. If other professionals are involved, we will meet them or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts. Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child to settle more easily. If your child is to have a key person involved, we will arrange times when they can meet you and your child to get to know each other. We carry out additional visits to make your child feel at ease about starting at Ghyllgrove Primary School should this be needed.

How will we support your child when they are leaving this school? Or moving on to another class?	When your child leaves us at the end of Key Stage 2 or at any point in the school year, we arrange transition meetings with the new setting. 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 as smooth as possible. ●If your child is moving to another school: We will contact the new school’s SENCO and ensure he/she 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. We plan for staff who have worked with your child to meet new staff. ●When moving classes in school: Information, including learning outcomes, will be passed on to the new class teacher in advance. For children with EHCP and more complex needs there may be a planning meeting and/or specific preparation or training for the new teacher and/or support staff. For those children who might find moving on difficult even more support is offered. This may include the following: - Creating ‘top tips’ which includes information about themselves for their new class staff - Visiting their new settings several times - Making a ‘moving on’ book - Being accompanied by a member of the SEN team, or enhanced provision, when they make school visits.
How does the school evaluate its provision and policy?	We review our SEND policy each year in line with current legislation. In addition, we review pupil progress termly and this makes an impact on our provision. We therefore evaluate our provision every term.

GLOSSARY OF TERMS

PLP - Personal Learning Plan

SEN - Special Educational Needs

SEN Code of Practice - The legal document that sets out the requirements for SEN

EHC plan - Education, Health, Care Plan

SEND - Special Educational Needs and/or disabilities

SALT - Speech and Language Therapist

EP - Educational Psychologist

IP- Inclusion Partner

SENCO - Special Educational Needs Coordinator

ASD - Autistic Spectrum Disorder

SEMH – Social Emotional & Mental Health

EWMHS – Emotional Wellbeing & Mental Health Service

RBDC– Resource base for deaf children