

Gravenhurst Information Report 2021

<p>What types of SEN do we provide for?</p>	<p>Gravenhurst is a mainstream academy for children aged 4-9.</p> <p>At Gravenhurst, we believe that every pupil, regardless of gender, race or disability, has a right of equal access to a broad and balanced curriculum. We strive to ensure that the curriculum is presented in a supportive and stimulating atmosphere, which is child-centred and encourages them to achieve their full potential.</p> <p>The four main areas of SEND that we provide for are:</p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, mental and emotional health difficulties• Sensory and /or physical needs
<p>How do we identify and assess pupils with SEN?</p>	<p>Pupils will be identified through ongoing assessments by the child's class teacher, and brought to the attention of the SENDCo if they are making less than expected progress, in spite of good quality differentiated classroom teaching that has targeted the child's area/s of weakness.</p> <p>Limited progress and low attainment do not necessarily indicate that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.</p> <p>The SENDCo will then investigate further with other staff and parents, to assess the needs and next stages, which may include the use of external agencies, such as the Child Development centres or Educational psychologists.</p> <p>For example;</p> <ul style="list-style-type: none">• Checklists for ASD/Dyslexia/Dyspraxia/ADHD.• For Speech and language children in reception will be screened using the Welcomm assessment tools.• In KS1 the Communication Trust Speech, Language and communication Progression tool. <p>Some pupils have an Educational Health Care Plan (EHC), which clearly set out the needs of the child.</p>
<p>Who is our special educational needs and disability coordinator</p>	<p>The SENDCO is Helen Beckett and can be contacted by phone on 01462 711257 or by email Gravenhurst-info@bestacademies.org.uk</p>

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<p>(SENDCO) and how can she/he be contacted?</p>	
<p>What is our approach to teaching pupils with SEN?</p>	<p>Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.</p> <p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We will take a graduated approach to supporting children with SEND and this is very specifically defined by the local authority's two documents applicable to our age range:</p> <ul style="list-style-type: none">• Draft Guidance on SEND in the Early Years: A Graduated Approach 2014• Draft Guidance on SEND 5-16: A Graduated Approach (Revised January 2016) <p>Both of these documents can be found on Central Bedfordshire's website.</p> <p>The special educational provision in place should follow the four part cycle:</p> <ol style="list-style-type: none">1. Assess. This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and children and observations.2. Plan. This is likely to involve the SENDCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.3. Do. The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of

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	<p>targeted interventions.</p> <p>4. Review. The progress of pupils who are receiving SEN Support should be reviewed termly and teachers should meet with parents three times a year. This may form part of Gravenhurst Academy's regular tracking processes.</p>
How do we adapt the curriculum and learning environment?	<p>We offer a varied curriculum for all pupils and those with SEND can have a very bespoke, personalised timetable that meets their needs and allows access to the curriculum. For some children with SEND, this will mean broken down objectives from the national curriculum so that progress can be made and measured in smaller steps.</p> <p>The site is fully accessible for the pupils currently at this academy and meets all the requirements of the Equalities Act 2010.</p>
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	<p>We encourage pupils with to take part in the life of the school fully. Support is considered for all activities including trips, sporting events, workshops, clubs and after school care. The support may be the use of teaching assistants or the simplification of tasks or activities to enable access.</p>
How do we consult parents of children with SEN and involve them in their education?	<p>Parents get annual reports from the school regarding pupils' attainment and progress.</p> <p>There are two opportunities through the year at parents' evenings to meet with class teachers.</p> <p>Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will be met with by the school at least three times per year to discuss progress and support.</p> <p>Support Plans will be shared so that parents can see, and contribute to, the support in place.</p> <p>Parents are free to contact the school at any time to arrange an appointment to have a conversation about their child's progress in school.</p>

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<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Targets and strategies are always shared with the children. We ask pupils for their views on their needs and record this on their Support Plans. Students with SEND have access to extra time if appropriate during assessments. We also survey the children on what they think about their learning experience at school and share this as staff.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Class teachers will be regularly assessing pupil progress as part of their normal practice. We use Target Tracker to monitor and record progress and attainment of all children.</p> <p>The data generated by these reports will be scrutinised by the SENDCO after each reporting cycle so that less than expected progress can be highlighted and support put in place.</p> <p>Those pupils receiving specific SEND support will have their progress tracked and monitored, and this information will be fed back to the pupil and parent.</p> <p>We will try to use our normal school assessment processes as much as possible so as not to overburden our children with too many assessments.</p> <p>There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a pupil needs specific access arrangements for example. We will always let parents know the outcomes of these assessments.</p>
<p>How do we support pupils moving between different phases of their education? How do we support pupils preparing for adulthood?</p>	<p>There is a well-planned programme of transition activities for those moving from year 4 into year 5 and we work closely with the receiving middle school to discuss specific needs.</p> <p>As part of transition, pupils are invited to attend an afternoon at the middle school to meet the SENCO and staff who will be supporting them when joining Year 5.</p> <p>For those with a EHC plan, the Local Authority advises parents and pupils to help them make the transition from lower to middle as appropriate.</p>

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<p>What support is available for improving the social and emotional development of pupils?</p>	<p>We have a support group that is designed to nurture and develop the confidence of pupils. This is made available to children from services personnel as well as children with SEND.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>The SENDCo has completed the mandatory training and qualification for the National Award for Special Needs Co-ordination (2019). Teaching and support staff have regular meetings each term to update information about pupils. We have regular training on SEND issues and attend special training as necessary, for example, speech and language training (ELKLAN), ASD, social and emotional well-being workshops, behavioural approaches and as part of our BEST liaison meetings we run training for all staff on different aspects of SEND Practice. Two staff are trained to deliver Sounds Write reading and writing intervention.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>As part of the normal school development and self-review cycle we will carefully examine the data from assessments, pupil views and teacher observations to evaluate the effectiveness of the provision. Staff hold termly meetings to review all children with SEND and pupil progress is monitored at the beginning of each term. Governors have data available at each meeting to monitor progress and effectiveness of the provision. There is governor for SEND.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school has a Parental Complaints Policy which can be found here. http://www.gravenhurstlower.org.uk/site/data/attachments/P14/Complaints%202018.155463815.pdf Parents are able to contact the Principal if they have complaints about the provision made for their children with SEND at the school. If this is inappropriate, parents can contact the chair of governors through the contact details on our website:- https://www.gravenhurstacademy.org.uk/</p>
<p>What support services are made available to parents?</p>	<p>We draw on a range of local providers such as:</p> <ul style="list-style-type: none"> NHS, Union Street Clinic, local GPs, School Nurse. CAMHS Children’s Social Care Early Help Intervention from CBC Education Psychology Service Outreach service from Ivel Valley School

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	<p>ASD specialist teacher from Ivel Valley School CHUMS Jigsaw Behaviour Support There are many others that we can access from time to time to help us secure the best possible support for our children.</p> <p>They may come in and help us with assessments, providing advice as needed, or they may be alternative providers.</p>
Where can parents access help from other organisations and where can the LA's local offer be found?	<p>Details of organisations and parent partnerships- http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx</p> <p>The LA's local offer- https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page</p>
Where can the academy's accessibility plan be found?	<p>Our plan for current and future accessibility can be found at:- https://www.gravenhurstacademy.org.uk/page/?title=Policies&pid=14</p>