



## **Special Educational Needs and Disabilities Information Report**

Welcome to our SEND Information Report. This document provides you with information about the support we offer at Gade Valley Primary School for all of our pupils, including those with Special Educational Needs and Disability (SEND), so that they can realise their full potential. This report explains how we identify, support and review pupils with SEND and how we work in partnership with families.

Gade Valley Primary School is an inclusive mainstream primary school committed to meeting the needs of all pupils. Currently, 11.3% of our pupils are on our SEND register, compared to the national average of 14.2%.

We support children with a range of special educational needs including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

### **How does the school know if children need extra help?**

The SEND Code of Practice (2015) states: *“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of the facilities generally provided for others of the same age in mainstream school.

Children are identified as having SEND through a variety of ways including:

- a child is performing significantly below age-expected levels
- concerns have been raised by a parent or a teacher
- pupil progress meetings between class teachers and the leadership team
- liaison with external agencies, for example, speech and language therapy
- a health diagnosis from a paediatrician
- liaison with a previous school or setting, if applicable

Where a pupil'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 a child has SEND.

## **What should I do if I think my child may have special educational needs?**

If you have a concern, speak to your child's class teacher. They will discuss the concern with you and we will begin monitoring and identification of your child's needs. After a period of monitoring, for at least half a term, teachers may refer your child to the SENCO who will assess your child's needs and advise on the next steps.

## **How will the school support my child?**

If a learner is identified as having SEND, they may be added to the school's SEN Register. We will organise support that is "**additional to**" or "**different from**" the provision that is ordinarily available to your child's peers. Support that is additional to or different from everyday provision can include:

- Personalised learning strategies
- Targeted interventions
- Small group or one-to-one adult support
- Specialised equipment or technology
- Advice and support from external professional agencies

## **How will I know how my child is doing?**

Progress is monitored by the class teacher, the SENCO and the senior leadership team. Parents are involved and informed at regular intervals through:

- Parent/teacher consultations
- Your child's annual report
- Each pupil with SEND has their own Individual Learning Plan (ILP) containing targets personalised to your child's learning needs, reviewed with you each term.
- Annual review meetings are held for pupils with an Education, Health and Care Plan (EHCP).

Communication may also include emails, phone calls, home-school books, and informal meetings.

## **How is the school's approach to teaching and learning matched to my child's needs?**

Gade Valley's approach to teaching and learning means that all pupils, including those with SEND, receive high-quality teaching supplemented with adaptations and interventions as appropriate. Curriculum adaptations may include differentiated tasks, additional adult support, targeted interventions, assistive technology, and environmental adjustments.

For pupils identified as having SEND and placed on the SEN Register, we use the graduated approach, as outlined in the SEND Code of Practice. This means we follow this process:

- **Assess:** Identify needs using information from parents, teachers, SENCO, and external professionals.
- **Plan:** Create an Individual Learning Plan with targets.
- **Do:** Class teachers deliver support with SENCO guidance.
- **Review:** Evaluate the impact of support with parents and children.

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

At Gade Valley we strive to create a school where all children feel cared for and supported. We are an inclusive school: we welcome and celebrate diversity, and we believe that high self-esteem is crucial to children's wellbeing. Some of the ways in which we support wellbeing include:

- A designated teacher who leads mental health and wellbeing: Miss Kavanagh
- As a nurturing school, all our pupils are well known to the school staff.
- Discussions with pupils to listen to and respond to their views.
- Children are encouraged to seek adult support should they be feeling worried or upset.
- Some pupils will have a specific key adult who has been selected through discussions with the child and staff.
- Personal, Social, Health & Citizenship Education (PSHCE) lessons are taught each week in class supported by assemblies.
- Some children may be invited to take part in social skills groups, friendship groups or resilience groups to meet specific needs.
- Anti-bullying procedures
- Liaison with health professionals
- Support for medical needs through individual care plans

### **What training have the staff supporting children with SEN had or are having?**

There is a continuous cycle of professional development for all staff:

- Teachers (including the SENCO) continue their professional development throughout their careers and will access training as required to meet children's learning needs.
- The SENCO is a qualified teacher and has completed the National Award for SEN Coordination.
- Teaching Assistants (TAs) receive training on the learning needs of the pupils in our school
- Learning Support Assistants (LSAs) are all trained to run the interventions that they deliver and to provide support for specific children.
- Staff receive bespoke training from the external advisors that they work with, for example, from the Speech and Language Therapists

- Whole-school training, delivered by external professionals, such as Hertfordshire Autism Training

### **What specialist services and expertise can be accessed by the school?**

Sometimes, it is necessary to seek advice and support from specialist services. Some of our partners include:

- Hertfordshire Local Offer
- Therapeutic Thinking Hertfordshire
- NHS Children and Young People's Integrated Therapy Service
- Delivering Special Provision Locally (DSPL) – Dacorum & St Albans
- Early Years SEND
- Specialist advisory teachers for SEND
- Speech, Language, Communication and Autism Team
- Child and Adolescent Mental Health Services (CAMHS).
- Child and Family Paediatricians
- School Nursing Service
- Dacorum Education Support Centre (DESC)
- Educational Psychology Service
- Health visitors
- Hearing and Visual Impairment Teams

### **How will the school help me to support my child's learning?**

- Your child's annual school report.
- Parent/teacher consultations
- Individual Learning Plan review meetings
- Communication via your child's planner/reading record.
- Welcome to new class meetings.
- Policies and parent guides on the school website.
- The SENCO is available to meet with you to discuss your child's progress or your concerns.
- Support from the SENCO through the process of requesting an Education, Health and Care Needs Assessment.
- EHCP annual review meetings
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Families are encouraged to explore the Herts Local Offer (SEND in Herts) for advice and support, including parent workshops and learning events

### **How does the school enable constructive partnership working with families?**

We value working in partnership with parents and carers. Families are involved in identifying needs, reviewing progress and planning provision. Feedback is gathered through meetings, review discussions, informal conversations and school

communication systems. Parents are encouraged to share their views and contribute to the development of SEND provision within the school.

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

Trips and extra-curricular activities are adapted for inclusion. The class teacher will discuss the event with you to address any likely challenges and plan for the event and your child will have an individual risk assessment.

### **How accessible is the school environment?**

- The school is fully compliant with the *Equality Act 2010* and our school environment is regularly reviewed to ensure all children have safe accessibility and fully support their needs
- There is access to safe spaces, calming areas, visual and sensory aids
- There is a toilet with wheelchair access.
- The school is equipped with ramps and lifts to allow access to all parts of the school.
- We ensure wherever possible that equipment used is accessible to all children
- Extra-curricular activities are accessible for children with SEND.
- Individual care plans are discussed and reviewed with the child and parents.

### **Who can I contact for further information?**

The SENCO: Julie Steadman  
[senco@gadevalley.herts.sch.uk](mailto:senco@gadevalley.herts.sch.uk)

The SENCO's responsibilities include:

- Co-ordinating the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are involved and informed in supporting your child's learning
- Liaising with professionals involved in supporting your child's learning, for example Speech and Language Therapy, Educational Psychology, etc.
- Managing the school's SEN Register and making sure that records of your child's progress and needs are kept.

Where parents have concerns about SEND provision, they should first raise their concerns with the class teacher and/or SENCO. We will try to resolve the concern informally in the first instance. If this does not resolve their concerns, parents can submit their complaint formally. These will be handled in line with the school's complaints policy.

## **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?**

- If a child is joining Gade Valley and has already been identified as having SEND and outside agencies are involved, the school will request a handover meeting and will arrange a transition programme for the child.
- When moving to secondary school, pupils with SEND often make additional visits and close liaison between the two schools is a priority.
- For pupils with an Education, Health and Care Plan, the receiving school is invited to attend the review meeting in Year 6 in which an individual transition plan will be drawn up.
- For pupils without an Education Health and Care Plan, but who are vulnerable or have complex needs, the SENCO will speak to the SENCO of the receiving school, most commonly by arranging a transition/handover visit to the school.
- Transition to the next year group within school is also carefully planned. We hold whole school transition sessions in the summer term. Some pupils may be given extra 'drop-in sessions' to the classroom or 'drop by' sessions by the teacher and/or teaching assistant of their new class.

## **How are the school's resources allocated and matched to children's special educational needs?**

- Pupil progress meetings and the SEND provision map form part of the planning for the allocation of the school's resources, so that children's needs are central to this decision-making.
- SEN Learning Support Assistants deliver small-group and one-to-one interventions. Referrals for interventions will be made by the class teacher to the SENCO who will prioritise and allocate resources according to the needs of the children in the school.
- Some children may be in receipt of Focused Intervention Funding or additional funding accessed through their EHCP which is used to fund additional staffing costs and resources for specific individuals.

## **How are decisions made about the range of support my child will receive?**

Every child is an individual and support will be put in place to scaffold and extend their learning depending on their individual needs. Some children may need short term intervention or longer learning support. This may include:

- Group or 1:1 interventions.
- Individual adult to support learning in classroom.
- Some children have Higher Needs Funding which can provide resources, specialist equipment and/or teaching assistant support.
- Some children with SEN may also receive Pupil Premium funding which is used to enrich and support their learning/emotional needs.

- Some children may have a Families First Assessment (FFA) to support them.
- Some children may have outcomes as part of an Education Health and Care Plan.
- Meetings with parents and pupils

**Where can I find out about the local authority's offer of services and provision for children and young people with SEND?**

The Hertfordshire Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire, and how to access them. You can find the Hertfordshire Local Offer at: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

You can find further support and impartial advice from Hertfordshire Special Needs and Disability Information, Advice and Support Service (SENDIASS) at: <https://www.hertssendiass.org.uk/home.aspx>

Updated March 2026

Review March 2027