



Griffin House Preparatory School

Little Kimble, Aylesbury, Buckinghamshire HP17 0XP

Special Educational Needs Information Report

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report should be read in conjunction with our SEND policy

We will review this report every year and, a process that will involve pupils and parents via questionnaire and parental discussion groups.

If you want to give us your views about the report, please contact the school office.

2. Who do I contact?

If you are thinking of applying for a place, contact the School office on 01844 346 154

If your child is already at the school, you should talk to the child's form teacher.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Mrs Mandy Webb - mandy.webb@griffinhouseschool.co.uk

3. Which children does the school provide for?

We are an Independent Prep School. We admit pupils from age 3 to 11. We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at Buckinghamshire County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- [Griffin House School Admissions & Equal Opportunities \(Pupils\) Policy](#)

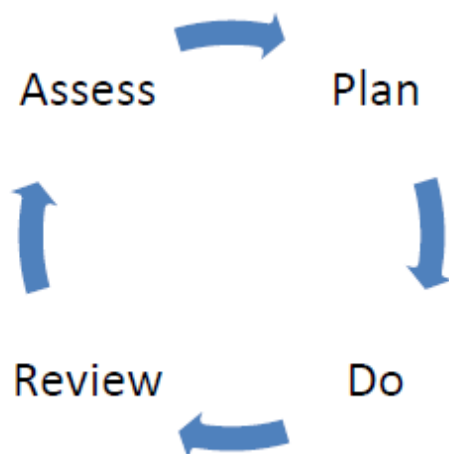
The school currently has four children with a EHCP providing support for medical and educational needs.

4. Summary of how the school meets the needs of children with SEN and disabilities

Griffin House School aims to:

- Help every pupil realise their potential and optimise self-esteem by providing access to a broad, inclusive and relevant curriculum, which is differentiated to meet individual needs.
- Make early identification, assessment and provision for any pupil who may have SEND
- Maintain pupil records detailing individual needs, interventions and progress
- Involve all staff in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs
- Make information available to staff for their planning regarding pupils' SEND
- Hold regular INSET for staff in specific aspects of meeting the needs of pupils with SEND
- Ensure the whole school community to demonstrate a positive attitude towards SEND
- Create an effective parent partnership with a joint learning approach at home and at school
- Create links with relevant schools, organisations and outside agencies
- Create links with the schools' governing body, in the development and monitoring of SEND

We use the following model:



If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs

The SENDCO and/or Headteacher will liaise with a child's previous school where pupils have been identified as having SEND. During their first term at the school, pupils with or without SEND are monitored by the Form Teacher and the SENDCO to identify need and any provision. Early identification of a pupil's SEND is essential if progress is to be maintained or enhanced. Parents should inform staff to any concerns as pupils may mask difficulties.

The school will continue to monitor pupil progress in order to identify any future SEND needs.

Staff report any concerns regarding pupils ability to learn to the pupil's Form Teacher and the SENDCO. The SENDCO may assess a pupil to help identification. Results will be shared with parents and a plan for support discussed.

Concerns expressed by parents will be acknowledged by the Form Teacher or SENDCO. The SENDCO will decide whether an assessment is required. Results from any assessment will be shared with parents and relevant staff .

Parents should always liaise with the school prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the school's knowledge of a pupil.

Pupils identified as SEND will be added to the School's SEND Register. The SEND Register will be shared with all staff (teaching and non-teaching) via the School Intranet, staff meetings and ISAMS, so that the pupil's need is recognised and addressed.

Please read the:

- [Griffin House School Admissions & Equal Opportunities \(Pupils\) Policy](#)

For further information.

6. How does the school teach and support children with SEN?

All staff are teachers of SEND pupils and plan the curriculum to meet the learning needs of all pupils with quality first teaching. Teachers and support staff follow procedures for identification and assessment of SEND, following a graduated response as outlined in the Code of Practice with the four part cycle of Assess, Plan, Do, Review. Ordinarily Available Provision Document in use across the school.

Please read the:

- [Griffin House School Admissions & Equal Opportunities \(Pupils\) Policy](#)

For further information.

7. How will the curriculum and learning environment be matched to the child's needs?

If a pupil continues to make less than expected progress the SENDCO may re/assess the pupil. The assessment results will indicate further support, which may include:

- Further differentiation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

The school can identify SEND, provide learning support but does not diagnose. Parents are advised to contact their GP if they think their child may have an underlying medical condition or SEND. They may also contact external agencies for an assessment with support from the school.

8. How are parents and carers involved in reviewing children's progress and planning support?

All parents should be familiar with Bucks Local Offer, (www.bucksfamilyinfo.org) where you can find information about what support is available in Buckinghamshire. The Children and Families Act 2014 requires all Local Authorities to produce a Local Offer which sets out in one place information about services available for children and young people with special educational needs and disabilities (SEND).

The Local Offer sets out the support that should be on offer to children and young people aged 0 to 25 years with SEND. This includes people who do not have an [Education, Health and Care Plan \(EHCP\)](#). The Local Offer explains how to access these services and can signpost to the right place.

The SENCo will also help advise you on outside support.

The knowledge and first-hand experience parents have regarding their children contribute to their child's education. Parents are partners in the educational process. The SENDCO, other pastoral staff and class teachers are available to discuss parental concerns. Specialist assessments should be shared with the SEND team.

Initial enquiries about a pupil's progress should be addressed to the form teacher. Other enquiries can be addressed to:

Mrs Mandy Webb – SENDCO

Rachelle Fountain – Director of Studies

Mrs Tracey White – Deputy Head

Mr Tim Walford –Headteacher

Mr Nick Rees – Head of Enhanced Learning, SEND Governor of Chatsworth Schools PROFESSIONAL DEVELOPMENT

The SENDCO is a member of the Buckinghamshire SENCO liaison group and meets quarterly in the area cluster to share knowledge, expertise and good practice. The SENDCO is completing the NASENCO SEN accreditation, has an active membership of NASEN and keeps up to date through continuous professional development with recent educational developments. Staff are provided opportunities to develop their knowledge of SEND.

9. How are children involved in reviewing their progress and planning support?

Children are involved in an age appropriate way to the drawing up of individual SEND plans. They are also involved in the review processes.

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

Pupils entering the school from other schools during the year are given a tour of the school, experience a taster day meeting key staff, and a welcome pack for new parents provided. Form teachers put in place appropriate transition arrangements for all new pupils.

On transition to Senior School, curriculum activities are planned to prepare pupils for the impact of change. Pupils with SEND or attachment needs may require additional transition visits in small groups or individually or additional resources to support the transition e.g. photographs of key staff and places, letters from the teacher, transition items e.g. a soft toy. Additional transition arrangements may be made e.g. extra visits, travel training etc.

The SENDCO will ensure that all relevant knowledge regarding needs and support is transferred to the relevant staff member at the child's next school.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day

Staff with responsibility for meeting children's SEND needs are:

Mrs Mandy Webb – SENDCO

Rachelle Fountain – Director of Studies

Mrs Tracey White – Deputy Head

Mr Tim Walford – Headteacher

Mr Nick Rees – Head of Enhanced Learning, SEND Governor of Chatsworth Schools PROFESSIONAL DEVELOPMENT

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12. How does the school measure how well it teaches and supports children with SEN?

The SENDCO reviews information on the implementation of this policy, and any updates. The school identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCO has termly meetings with the Head Teacher sharing pupil tracking data, SEND attainment and progress, and the SEND Action Plan
- The SEND Register and Provision Maps are updated termly
- The SEND Register is up to date and accessible.
- Concerns are followed up
- Parents are informed about concerns
- Pupils have their progress reviewed regularly
- Pupils are aware of their targets and what helps them to learn
- Teachers and support staff are aware of the pupil's strengths and areas of difficulty
- Teachers and support staff are aware of procedures
- Pupil's progress is evidenced over time
- Resources are used effectively
- SEND issues are included in staff development planning
- Teachers are aware of their responsibilities

13. How accessible is the school and how does the school arrange equipment or facilities children need?

Access Arrangements can be used by SEND pupils if their performance may be impaired in assessment situations. Examples of the type of Access Arrangement that can be granted are:

- Additional time allowance and/or rest breaks

- Use of a reader
- A scribe
- Specially adapted papers (enlarged script / Braille)
- Text to speech / speech to text technology
- Laptop / Word Processor due to slow and/or illegible handwriting

The schools Accessibility plan is available on request.

14. How are children included in activities with other children, including school trips?

The school will do all that it can to ensure that every pupil can access all activities and trips. The school will make reasonable adaptations. The main concern is for the safety and wellbeing of all pupils. If it is considered unsafe for a pupil to take part in a specific activity this will be discussed with the pupil's parents. Pupils are not excluded from a trip because of SEND or medical needs.

15. What support is there for children's overall well-being and their emotional, mental and social development?

Emotional literacy is part of child development and wellbeing. Poor behaviour is not classified as SEND. If a pupil shows consistent unwanted behaviours, the class/form teacher will assess the pupil's needs, taking into account family circumstances and the pupil's history. If the pupil's behaviour is in response to trauma or to home-based experiences e.g. bereavement, parental separation the school may refer to outside agencies to support the family and pupil. If parents and school are concerned that the pupil may have mental health needs, parents should ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through an Educational Psychologist.

16. What specialist services does the school use to support children and their families?

The SENDCO is a member of the Buckinghamshire SENCO liaison group and meets quarterly in the area cluster to share knowledge, expertise and good practice. The SENDCO is completing the NASENCO SEN accreditation, has an active membership of NASEN and keeps up to date through continuous professional development with recent educational developments. Staff are provided opportunities to develop their knowledge of SEND.

17. Where can I get information, advice and support?

The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers

<https://www.buckscc.gov.uk/services/care-for-children-and-families/local-offer-for-send/>

Or please contact the school:

Parent Information Contact
Mandy Webb

mandy.webb@griffinhouseschool.co.uk

18. What do I do if I am not happy or if I want to complain?

Please view the Griffin House Complaints Policy, available via our website:

- <https://griffinhouseschool.co.uk/wp-content/uploads/2021/09/Complaints-Policy-v4.0.pdf>