



Grove Park Primary School

Local Offer



Underpinning our ethos at Grove Park is a 'personal growth' model of teaching whereby the 'whole child' is educated. All members of our community are treated with respect and dignity. Our school values are: Trust, Respect, Enthusiasm and Empathy. The needs of our most vulnerable pupils are fundamental to our ethos and practice. We have a proactive, whole school approach to meeting the needs of all of our pupils and we believe that every teacher is a teacher of every child in their class. Grove Park is a hub of high expectations, standards and creative flair which ensures that all children have the opportunity to reach their potential. Grove Park Primary School is a mainstream school and as such it does not have specialist provision

How does the school know if children need extra help?

How will both the school and parents know how a child is doing?

- We hold half-termly Data Meetings where the Headteacher, Senior Leadership Team (SLT) and Class Teacher discuss the progress and attainment of every child and identify any children we are concerned about.
- Teachers are constantly assessing children against the age-related expectations of the National Curriculum (using an assessment management system called Target Tracker) so they are able to quickly see if a child needs additional help or support. We do use more formal tests and assessments, but our day to day assessment of children's progress is key to identifying gaps in learning or any barriers to learning that children may be experiencing.
- Parent Meetings are held twice a year and this is an opportunity for both the parent/carer and teacher to discuss any concerns about a child's progress. For children with an EHCP or who have support from an outside therapist/agency, there will also be the opportunity to meet with the SENCO during the Parent Meeting weeks.
- Some children enter our school and are already known to have additional or special needs.
- Marking is carried out in great depth at Grove Park (see Marking & Assessment Policy) and we feel this is time well spent. Marking enables teachers to see how well a child has grasped a skill or concept and the progress they are making over time.
- Our careful and detailed marking of children's work ensures parents, teachers and children are aware of how they are doing and where there are misconceptions or areas in which a child needs further practice or support.
- If a child has been receiving high quality, inclusive and differentiated teaching alongside interventions and they are still not making progress, the class teacher will speak to the SENCO. The SENCO may observe children in class to see how best we can support and help them to overcome any barriers to learning.
- You are welcome to make an appointment with your child's class teacher or the SENCO (Special Educational Needs and Co-ordinator).

What should I do if I think my child may have additional/special needs?

- Speak to their class teacher or the SENCO. This is currently Michelle McGregor (Assistant Head).
- Parents and carers can find information and advice using the following link to SENDIASS: [SEND Information Advice and Support](#)

How will school staff support a child?

- All teachers endeavour to cater for different abilities within the class through differentiating tasks, using a variety of teaching styles and resources. The SLT ensure that high quality teaching and learning is taking place across the school.
- Teaching Assistants (TAs) are in all classes at some point during the week and they work with different children to support their needs within lessons.

	<ul style="list-style-type: none"> • Alongside high quality, inclusive teaching we offer a range of interventions (e.g. Phonics, handwriting, Maths, Literacy) to support children and meet their needs. These interventions can be with the Class Teacher or a Teaching Assistant. • Detailed marking means that children understand what their strengths are and also how they can improve and make further progress. • Your child may have a more detailed plan of support if they have an Education Health Care Plan (EHCP) or more complex needs. This plan will have clear targets and strategies for supporting your child to achieve their outcomes.
Who will oversee, plan and work with children and parents?	<ul style="list-style-type: none"> • The Class Teacher is responsible for your child's learning and progress. The class teacher will work closely with any other staff who are supporting your child to achieve their targets. • The SENCO oversees all SEND children and works closely with the class teachers and TAs to help support your child so that they can make progress.
How often will my child receive additional support?	<ul style="list-style-type: none"> • The amount of support that your child receives depends on his or her needs and the school's resources. • All children have individualised targets set for them during our Target Setting weeks. These take place twice a year and children are an integral part of this process. If your child is on the SEN Register their provision will be outlined within these targets. • Your child may have a more detailed plan of support if they have an Education Health Care Plan (EHCP) or more complex needs. Where appropriate, this plan will outline the amount of support your child will receive.
Who will explain to me what is happening for my child and how will I know how they are doing?	<ul style="list-style-type: none"> • All children have targets set twice a year – these are co-produced and shared with children and parents and where applicable these targets will outline additional support your child is receiving to help them reach their targets. • Your child's teacher will meet with you to discuss your child's progress. We hold parent meetings in the Autumn and Spring Term. The SENCO (Michelle McGregor) is available at these parent meetings too. • We hold Open Mornings where children share their work with their parents and celebrate their achievements across the curriculum. • In the Summer Term a report is sent home which shows your child's progress and attainment against the age-related expectations of the National Curriculum. • If, despite support and high-quality teaching, the school continues to have concerns about your child's progress, the school may need to request external support or help from the Local Authority (LA). You will be asked for your consent and you will meet with the external professional, the SENCO and the class teacher to gather your opinions and to discuss ways to further support your child. You may be asked to read, contribute to and sign a form called a CFAN. • If your child has support from an outside therapist such as Speech and Language and/or Occupational Therapy then the therapist will regularly update your child's targets/programme of goals as appropriate. These targets/goals will be shared with the SENCO, Class Teacher and Parents. During the Autumn and Spring term, the SENCO is available during Parent Teacher Meetings to discuss your child's targets and progress. • For all children with an EHCP (Education Health Care Plan) there will be an Annual Review Meeting with the parent/carers, SENCO, class teacher. All professionals who have had any input with your child will also be invited to the meeting. • Parents and carers can find information and advice using the following link to SENDIASS: SEND Information Advice and Support

<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • At Grove Park we endeavour to create a stimulating, exciting and creative curriculum that engages all children, and we expect high quality teaching for all children. This is within a mainstream setting. • We believe active, engaging and contextualised learning is the key to success. • Class teachers plan for the use of a variety of different resources to enable children to access the curriculum within our mainstream setting. • Children work independently, in pairs and in groups. They work in mixed ability groups and in groups with children of a similar ability depending on the task and objective of the lesson. Working in these different ways can support and extend children's learning and enable children with differing skills and abilities to access the curriculum. • All teachers endeavour to cater for different abilities within the class through differentiating tasks, using a variety of teaching styles and resources. The SLT ensure that high quality teaching and learning is taking place across the school. • Teaching Assistants (TAs) are in all classes at some point during the week and they work with different children to support their needs within lessons. • Alongside high quality, inclusive teaching we offer a range of interventions (e.g. Phonics, handwriting, Maths, Literacy) to support children and meet their needs. These interventions can be with the Class Teacher or a Teaching Assistant.
<p>How will the school support parents to help their child's learning?</p>	<ul style="list-style-type: none"> • We believe that the partnership between home and school is extremely important in order for a child to reach their full potential • If any external professionals have assessed your child's progress they will meet with you, the class teacher and the SENCO to discuss ways to best support your child. • Our Parent Support Adviser (PSA) is Jo Lovatt. Jo organises parent workshops and discussion groups on a range of specific topics which all parents are invited to. At times these are led by external speakers. • You are welcome to make an appointment with your child's class teacher or the SENCO (Special Educational Needs and Disability Co-ordinator – Michelle McGregor). • All children have targets set twice a year – these are co-produced and shared with children and parents and where applicable these targets will outline additional support your child is receiving to help them reach their targets. • Your child's teacher will meet with you to discuss your child's progress. We hold parent meetings in the Autumn and Spring Term. The SENCO is available to meet parents at these meetings too. • We hold Open Mornings where children share their work with their parents and celebrate their achievements across the curriculum. • In the Summer Term a report is sent home which shows your child's progress and attainment against the age-related expectations of the National Curriculum.
<p>What support will there be for a child's overall well-being?</p>	<ul style="list-style-type: none"> • Safeguarding, Child Protection and the welfare of the pupils is the responsibility of all staff at Grove Park. The Designated Member of Staff for Safeguarding is Rachel Davies (Headteacher). • Safeguarding & Child Protection and related policies are in place and can be found on our website. • Our school ethos is underpinned by a 'personal growth' model of teaching whereby the 'whole child' is educated. • At Grove Park we believe that children can only learn effectively if they are free from anxiety and are feeling happy and confident. Attendance and punctuality are monitored carefully and issues are addressed.

	<ul style="list-style-type: none"> • Interventions are used to support children who may find it harder to express or deal with their emotions e.g. Social Stories. • Relevant staff are trained to support the medical needs of children, including those with allergies. Medical Care Plans are used where appropriate. • We are part of the School Nursing Partnership. • Assemblies form part of our spiritual, moral, social and cultural provision and explore our core values: Trust, Respect, Enthusiasm and Empathy. • All classes have regular PSHE sessions (personal, social and health education) to support all children. • At Grove Park we have a Learning Mentor (Mandy Bromfield) and Well-Being Mentors (Jenny Kecojevic and Jo Milburn) • We take part in Anti-bullying Week and Children’s Mental Health Week. • We have a whole school approach to mindfulness and these techniques are used in class to help children be ready to learn. Our PSHE scheme, ‘Jigsaw’, includes mindfulness techniques and strategies too. • All children have access to a ‘Bubble Box’ in class. This is a confidential way of children alerting their teacher to the fact that they have a worry. • We have a Welfare Lead and Attendance Officer at Grove Park – Karen Rawlings.
<p>What specialist service and expertise are available or accessed by the school?</p>	<p>As a school we can access a range of external services. These include:</p> <ul style="list-style-type: none"> • Education Psychologist EP • Physiotherapists and Occupational Therapists (OT) • Speech and Language Therapists (SALT) • CAMHS (Child and Adolescent Mental Health Service) • School Nurse and School Nursing Partnership • The SEN Specialist Support Team (advisers for visual and hearing impairments and physical needs) • Education Welfare Officer (Simran Gill) • Parents and carers can find information and advice using the following link to SENDIASS: SEND Information Advice and Support <p>We obtain consent from a parent/carer before referring a child to one of these services unless a child is at risk and is not safe.</p>
<p>What training will the staff supporting children with SEND have had or receive?</p>	<ul style="list-style-type: none"> • Our staff training is ongoing and regularly updated according to a child’s needs. • If a child has an EHCP we will endeavour to access training for staff to enable them to work with and support a child effectively. • Staff work closely with any external agencies that are involved with a child (see list above) to ensure their needs are met.
<p>How will children be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • Coaches have disability access and taxis are used where appropriate and in line with funding. • Where appropriate, a parent/carer may be invited to accompany a trip if a child has more complex needs. • Where appropriate, TAs will support individuals with more complex needs on trips (in line with funding). • A first aider goes on class trips.

	<ul style="list-style-type: none"> • Risk Assessments are carried out to ensure the health and safety of all pupils. These are checked and approved by the Headteacher in line with LA legislation. These may include reasonable adjustments or support for individuals where they have more specific needs. • See School Accessibility Plan: https://www.groveparkprimary.co.uk/docs/Accessibility Plan - Review Summer 2022.pdf
How accessible is the school environment?	<ul style="list-style-type: none"> • Most of the school is on one floor. • There is a lift to ensure access to the second floor. • We have disabled toilets throughout the school building. • All areas of the school are accessible. • See School Accessibility Plan: https://www.groveparkprimary.co.uk/docs/Accessibility Plan - Review Summer 2022.pdf
How will the school prepare and support a child to join the school?	<ul style="list-style-type: none"> • Children who join our school at the start of Nursery and Reception have a home/school visit from the teacher and TA and a staggered start to school. • Paperwork including information about SEND is passed on from a child's previous setting or school. • For a child with an EHCP, it may be possible for the teacher or SENCO to go to their annual review in their previous setting. • Children who join the school part way through the year are offered a visit before starting school and are given a buddy to assist in settling in. • Prior to joining the school, it is always extremely important for the school to receive as much information as possible about your child's additional, medical or special needs so that we can fully prepare and ensure your child has a smooth transition.
How will the school prepare and support a child when transferring to a new school or the next stage of education or life?	<ul style="list-style-type: none"> • There are transition visits to most secondary schools. For a child with an EHCP, we liaise closely with the secondary school towards the end of Year 6 and organise additional support to aid transition. • PSHE lessons in Year 6 explore the transition to Year 7. • The secondary school SENCO is invited, where possible, to the Year 6 annual review. • In the Summer Term, Class Teachers spend time with the new teacher and pass on information about all pupils, their needs and their targets. • The SENCO meets with most secondary SENCOs to discuss all children who have an EHCP or who have SEND support. • Some Year 6 children may be supported by the Well-being Mentor to help them prepare for transition to a new school or class.
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The SLT and Governors monitor our finances closely. • The SENCO monitors the impact of interventions closely to ensure value for money. • We follow the SEND Code of Practice and guidance in an EHCP when using resources to support children with SEND. • For children without an EHCP, we use LA advice e.g. EP to decide on use of resources or through discussions with parents and school staff. • We use our resources to support the aims and ethos of our school as well as the needs of individual children.
How is the decision made about the type and amount of support a child will receive?	<ul style="list-style-type: none"> • Each pupil's needs are examined on an individual basis e.g. through Data Meetings • Initial support is through specific strategies carried out by the class teachers. We use regular observations, assessments and discussions in relation to the child's needs and match to the resources that we have access to. • Intervention groups have entry and exit criteria based on more than one criteria and are flexible. One pupil may need additional support throughout the year/term/school, other pupils may only need it for a short time.

	<ul style="list-style-type: none"> For pupils with Education Health Care Plans (EHCP), the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals. For a minority of cases, we may request that an assessment for an EHCP be made by the Local Authority. This is where pupils have received high quality teaching and ongoing additional support that has been reviewed and monitored and adapted, yet they continue to make less than expected progress.
How are parents/carers involved in the school and how can they become involved?	<ul style="list-style-type: none"> Parents are invited to come into the school and read with children, attend workshops, assemblies and parent mornings, PTA events or support school trips. Our Parent Support Adviser (Jo Lovatt) organises parent workshops and discussion groups on a range of specific topics which all parents are invited to. These are led by external speakers or school staff. Themes have included: The Anxious Child, handwriting, phonics, hearing your child read and learning styles. Parents can give their opinions about the school on the Parent View website online: Parent View Website The school holds regular Parent Forums that are led by the parent body; the Headteacher attends these forums.
Who can parents contact for further information or raise concerns?	<ul style="list-style-type: none"> We believe that the partnership between home and school is extremely important in order for a child to reach their potential. The first point of contact is your child's class teacher, then the team leader for your child's Key Stage: Mr Hibbert is the Team Leader for Year 6; Miss Leatherland is the Team Leader for Years 5, 4 & 3; Miss Arnaouti is the Team Leader for Years 1 & 2 and Mrs McGregor is the Team Leader for Nursery & Reception. You are also welcome to speak to the Assistant Head/SENCO (Michelle McGregor) or the Headteacher (Miss Rachel Davies) if your concern is on-going. Miss Rawlings is our Welfare Lead and Attendance Officer. Parents can access a range of support through Hounslow's Local Offer: Hounslow Local Offer Parents can find information and advice using the following link to SENDIASS: SEND Information Advice and Support
How does the school listen to pupils' views?	<ul style="list-style-type: none"> Pupils are involved in setting their own goals and objectives during Target Setting Weeks twice a year. Every class has a Class Council who report back to the School Council. Children are involved in making a personal evaluation of their work and respond to the teacher's marking comments. Assemblies are used to ensure that children understand that there are trusted adults in the school that they can talk to. Creative Writing sessions inspired by picture books are used across the school to develop children's narrative voice. PSHE sessions provide opportunities for pupil voice and views. Every class has a Bubble Box and children are regularly reminded to use this if they need to let someone know about a concern they have or if they would just like to talk to an adult in school about something that is worrying them.
How do Governors monitor attainment and progress of pupils with SEND, ensuring their needs are being met by the school?	<ul style="list-style-type: none"> We have a SEND Governor who meets with the SENCO to discuss SEND and observe interventions. SEND progress data is reported to and discussed with the Governors. This happens regularly – see minutes and agendas.
How do pupils gain admission to specialist units/provision on the school site?	We are a mainstream school and so we do not have specialist provision