



Galley Hill Primary School & Nursery SEN information report 2025-2026

Galley Hill Primary School and Nursery is a two form entry school. Our largest areas of need are Speech and Language delay, Autistic Spectrum Disorder, Developmental Delay and pupils with Social, Emotional and Mental Health needs. At the time of writing this report we have 14 pupils with an Education Health Care Plan (EHCP).

The schools SENCo's are Mrs.S.Elsey and Mrs.L.Larner.

The Children and Families Bill 2013 ensures that all children and young people can succeed, no matter what their background. The Bill focuses on:

- * Birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- * improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- * requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.
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What is the Local Offer?

- * The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

What will it do?

- * The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

1. How does Galley Hill Primary School know if children need extra help and what should I do if I think my child may have special educational needs?

We know when pupils need help if:

- * concerns are raised by parents/carers, teachers or the child.
- * limited progress is being made.
- * concerns are highlighted to senior staff at pupil progress meetings, held by school staff.
- * there is a change in the pupil's behaviour or progress.
- * pupils views about their learning are sought by school using in an age appropriate manner.
- * the class teacher will speak to parents/carers about concerns they may have.
- * if parents have concerns they should speak to the class teacher in the first instance.
- * if necessary, meetings with schools SENCo's will be arranged.

2. How will school staff support my child?

- * Each pupil's education programme will be planned by the class teacher with advice from the SENCo team.
- * It will be adapted accordingly to suit the pupil's individual needs. This may include general support by the teacher or teaching assistant.
- * Some of the specific classroom adaptations will include: visual time table, now and next boards, sensory or physical breaks, visual and written reminders for personal management, language development interventions (welcome), speech development interventions, specific interventions for literacy or maths.
- * If a pupil has needs related to more specific areas of their education then the pupil might be placed in a small focus group. This will be run by the teacher or teaching assistant.
The length of time of the intervention will vary according to need.
The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map.
If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- * Pupil Progress Meetings are held each term. This is a meeting where the class teacher & TA's meet with the Senior Leadership Team including a SENCo, to discuss the progress of the pupils in their class.
- * This shared discussion may highlight any potential problems in order for further support to be planned.
- * Occasionally a pupil may need more expert support from an outside agency. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- * In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

3. How will I know how my child is doing?

- * Class teachers continually assess and monitor the progress of each child in their class, adapting the teaching and learning the child needs accordingly. Discussions take place at pupil progress meetings with senior staff.
- * You will be able to discuss your child's progress at Parents' / Carers' consultation meetings (parent evenings).
- * If appropriate your child will be set personal targets that are related to their area of need. Their class teacher will contact you to discuss the targets set and evaluate the progress made to meet these targets. This cycle of support is referred to as 'assess, plan, do, review' (APDR). The child's views are sought during this progress using age or developmental appropriate methods.
- * Your child's class teacher will be available if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting/contacting the school office or emailing admin@galleyhill.herts.sch.uk.
- * The class teacher may suggest ways of how you can support your child.
- * If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

4. How will the school's approach to teaching and learning be matched to my child's needs?

- * All pupils will receive High- quality teaching from their class teacher.
- * When a pupil has been identified with special needs adaptations will be made to their provision by the class teacher to enable them to access the curriculum at an appropriate level.
- * Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- * If appropriate your child will be set personal targets that are related to their area of need. Their class teacher will contact you to discuss the targets set and evaluate the progress made to meet these targets. This cycle of support is referred to as 'assess, plan, do, review'(APDR). The child's views are sought during this progress using age or developmental appropriate methods. A copy of the targets will be given to parents/carers so you can support your child at home.
- * Your child's progress will be monitored by the class teacher. The progress is discussed with the SENCo team or at pupil progress meetings.
- * If appropriate specialist equipment may be given to the pupil.

5. What support will there be for my child's overall well-being?

- * The school has three members of staff trained as Mental Health Leads/Deputies.
- * The class teacher, mental health leads and SENCo are available for pupils / parents who wish to discuss issues and concerns.
- * Counselling in school may be offered where appropriate.
- * School can support parents to make referrals to specialist support, mental health and therapy services when appropriate.
- * Sensory resources are available in school
- * Galley Hill School is a Therapeutic thinking (STEPS) school. Our positive therapeutic behaviour policy on our website explains the support and preventative strategies we can provide to support children with behaviour.
- * Our Anti bullying policy explains the steps we take to deal with incidents of bullying.

Pupils with medical needs

- * If a pupil has a medical need then a detailed Medical Health Care Plan is compiled in consultation with parents/carers, with support from medical professionals involved e.g. the school nurse. The plan is shared and discussed with all staff who are involved with the pupil.
- * Staff regularly update their epipen training.
- * All staff have basic first aid training.
- * Staff have basic training in dealing with diabetes.
- * A selection of staff are trained to administer diabetes support and medication to children.
- * A selection of staff are Paediatric First aid trained.
- * A selection of staff have a higher level of first aid training.
- * All staff have safeguarding training.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- * *Speech, Language, Communication and Autism Team*
- * *Educational Psychologist*
- * *ISL - (specific learning difficulty) Base*
- * *DESC (Dacorum Education Support Centre)*
- * *Behaviour support team (Hertfordshire therapeutic thinking)*
- * *Advisory teachers for hearing & vision impairment*
- * *Advisory teachers for neurological difficulties*
- * *Communications Disorders advisory teachers*
- * *CAMHS (Child & Adolescent Mental Health Service)*
- * *ISL Attendance Team*
- * *School Nurse service*
- * *Speech and Language therapist*
- * *Diabetes Nurse*
- * *Child Protection Officers*
- * *Children's Services*

We signpost parents to services that are available to support the families of children with SEND. These include:

SEND information and advice support service (SENDIASS) [Home \(hertssendiass.org.uk\)](http://hertssendiass.org.uk)

The ISL local support services, courses, support groups offered by the local area.

www.hertfordshire.gov.uk/localoffer

7. What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. These have included sessions on:

- * How to support pupils on the autistic spectrum, including training for boys and girls.
- * How to support pupils with demand avoidance.
- * How to support pupils with ADHD.
- * How to support pupils with social and emotional needs.
- * How to support pupils with speech and language difficulties, including pre-verbal.
- * How to support pupils with physical and co-ordination needs.
- * How to support pupils with literacy or maths based learning difficulties.

Three staff members have gained the qualification 'National Award for Special Educational Needs Co-ordination'. A further member of staff started this qualification in November 2024. A staff member has the 'Level 4' Special Needs qualification.

8. How will you help me to support my child's learning?

- * We will work together to develop individual targets.
- * Homework will be appropriately adapted when required.
- * Teaching staff/ class teacher are available to talk to parents.
- * Meetings with SENCo's can be arranged.
- * Resources may be provided when appropriate.
- * Regular information is provided to parents about parent training or events provided by the local area.

9. How does the school enable constructive partnership working with families?

- * Working parties are created involving parents and school staff when development of policies or procedures is undertaken.
- * Staff use pupil voice to gain an understanding of pupils views in a wide range of school areas.
- * Parents on the Governing Body take an active part in all matters of SEND.

10. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- * Risk assessments are carried out and procedures are put in place to enable all children to participate.
- * However, if it is deemed that an intensive level of 1:1 support is required, school will hold a discussion with the parent or carer. When a high level of support is required, parents can accompany their child during the activity.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- * ramps into school to make the building accessible to all.
 - * toilets adapted for disabled users.
 - * wide doors in some parts of the building.
 - * stair lift in the Key Stage 2 building.
 - * high visibility marking on all indoor steps .
- The schools accessibility plan can be found on the school website in the Key Information section under Policies: [Policies | Galley Hill Primary School and Nursery](#)

12. Who can I contact for further information?

- * If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the class teacher or SENCo's Mrs Elsey or Mrs Lerner.
- * School office :01442 406000
- * admin@galleyhill.herts.sch.uk

- * When discussing your child's education, a parents first contact must be the class teacher. If parents do not feel their concern has been addressed they then contact the Key Stage Lead or SENCo through the school office.
- * The schools complaint procedure can be located on the school website or by contacting the school office.

13. How will the school prepare and support my child when joining Galley Hill Primary School or transferring to a new school or the next stage of education and life?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- * Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- * The SENCo carries out discussions with the SENCo from a child's previous setting when appropriate.
- * Galley Hill school conducts home visits when a child starts our school at the start of their Nursery or Reception Year.
- * All pupils attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged for pupils who need extra time in their new school. Staff are always willing to meet parents/carers prior to their child joining the school.
- * Class teachers hold transition meetings in June and July each year, where they discuss the needs of each pupil
- * Secondary school staff visit pupils prior to them joining their new school.
- * Staff liaise with the SENCo's from the secondary schools to pass on information regarding SEND pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged.

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

- * The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- * Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- * Resources may include deployment of staff depending on individual circumstances.
- * Resources are purchased when specialist advice recommends them.
- * If a child has significant exceptional needs the school can apply to the local area for short term funding that can support the school provide for needs that require additional support or resources.
- * If a child has significant SEND that cannot be supported by a school making reasonable adjustments, the school and parent can make an application for an Educational, Health, Care Plan (EHCP). If this plan is awarded and it is agreed by professionals that the child's need is significant enough, additional funding could be allocated by the local area. This funding would be used to provide the support listed in the EHCP so the child can work towards their targets/outcomes set in the plan.

- * [Education, health and care plans \(EHCP\) \(hertfordshire.gov.uk\)](http://hertfordshire.gov.uk)

15. How is the decision made about how much support my child will receive?

- * These decisions are made in consultation with class teacher and Senior Leadership Team.
- * Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if concerns are identified due to the pupil's lack of progress or well-being then interventions will be arranged.
- * Parents are involved in the decision process during the personal target meetings held with the class teacher during the year (APDR).
- * Pupil voice is sought during this process (APDR).

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Further information can be found at: www.hertfordshire.gov.uk/localoffer

Complaints Procedure

In the first instance, parents are encouraged to speak with their child's class teacher if they have any concerns. If however parents feel that their issues have not been resolved then they can make an appointment with the SENCO, then a senior member of staff and finally the Head teacher. If the matter remains unresolved then parents should reference the complaints procedure. The Complaints Policy and Procedures can be accessed on the school website under the Key Information section in the Policies www.galleyhill.herts.sch.uk/policies/