



# St Giles' C of E Primary School

## Special Educational Needs and Disability (SEND) Information Report 2016-2017

**(Written and reviewed in collaboration with staff, parents and pupils in light of the SEN Code of Practice 2015)**

St Giles Church of England Primary School is an **inclusive school** and offer the following range of provision to support children with SEND. Some interventions may be over a defined period of time whereas some may be a continuous vital support to enable a pupil to access their learning in school. An Inclusion Provision Map is written and reviewed termly and all school data is analysed to identify trends and areas of strength and improvement. This list details categories of support and what may be on offer for your child. It is our practice to use a **holistic approach** and consider the whole child and their unique combination of strengths and areas of difficulty. Mrs Collins is always available to discuss matters around SEND and, together with parents/carers, will ensure that the right provision is in place for each child.

To view the **School Statement on High Quality Provision** ( see <http://stgiles.herts.sch.uk/wp-content/uploads/2016/12/sendqualityoffer.pdf>)

### **Planning and assessment**

- Provision Maps are used to map provision to the needs of all pupils, particularly those with SEND
- Interventions planned as part of plan, assess, do, review cycle
- Flexible allocation of Teaching Assistants in classrooms based on needs of cohort of pupils
- Provision Maps, planned interventions, pupil progress meetings and regular teacher assessments enable staff to allocate and match resources to children's special educational needs.
- Learning Journals in Early Years Foundation Stage (EYFS)
- Provision maps reviewed and adapted weekly according to progress and attainment of pupils
- Quality first teaching in every classroom (graded as good or outstanding)
- Class files are used to keep information regarding SEND
- Student Information Management System (SIMS) is used as an up to date record of children's details
- Pupil Passports outline objectives, activities, progress and impact- these are used daily for children with SEND

### **Communication with parents – we recognise that you know your children best and welcome your input on their learning and development**

- If parents have any concerns regarding Special Educational Needs or inclusion, they are advised to arrange a meeting with the Class Teacher or SenCo.
- Open door policy – access to Class Teacher, Headteacher, Deputy Headteacher/SenCo and Senior Leadership Team
- Regular meetings with all paperwork shared with parents, including parent consultations
- Updates regarding legislation produced
- Details of workshops and forums publicised
- Specialist advice sought and shared
- Children's Centre links with school and signposts to Parent and Support Groups
- Personalised resources packs are prepared and shared with parents to support home learning
- SEND letters are used to set and review targets in collaboration with parents and child
- Parenting support from learning mentor, inclusion leader and other agencies - non-judgemental advice and tips!

**Support for families is crucial for achieving the best outcomes for children and young people in Hertfordshire. Parents and carers are not the only influence on a child's life chances, but effective parenting is one of the strongest protective factors for any child. To view the Hertfordshire directory for parenting provision, please click on the following link:**

[www.hertfordshire.gov.uk/parentingsupport](http://www.hertfordshire.gov.uk/parentingsupport)

### **Communication with professionals**

- Specialist assessments requested when appropriate
- Advice from specialist advisory teachers shared across whole teaching team
- Training from specialists for teaching team when need arises
- SenCo attends regular training and updates both locally and nationally,
- Liaison with early years' settings and secondary schools to support a positive transition to a new educational environment – professionals and parents can meet to discuss transition arrangements and visits to other settings are actively encouraged
- Annual reviews, Common Assessment Framework meetings – Team Around the Family and other professionals meetings take place on a very regular basis
- Multi-agency working between education, health and social care team
- Educational psychologists can be contacted by parents via *Contactline* on 01707 292370 - please discuss this with the SenCo so we can support you if necessary
- Mrs Collins or another member of staff are able to accompany parents to medical appointments such as paediatrics, occupational health and CAMHS.

### **Medical interventions**

- Individual protocols for children with significant medical needs and allergies
- Specialist training for staff to deliver medical interventions
- Maintenance of medical equipment
- Liaison with NHS medical staff to monitor and update care plans
- Routine testing of emergency procedures
- Team approach to carry out emergency interventions
- Health Care plans in place to support more complex health needs
- 2 x first aiders at work (3 day training) and all staff trained in basic first aid

### **Supporting access to the curriculum**

- Use of a personalised curriculum where needed
- Differentiation is implicit in all classroom teaching
- Reasonable adjustments are made to accommodate different approaches to learning while maintaining high expectations that all pupils should achieve their potential
- Differentiated provision will be put in place, where necessary, for children with SEND attending school trips, including individual risk assessments.
- Specific, fun and multi-sensory resources are used to increase engagement and aid understanding of key concepts

### **Supporting independent learning**

- Use of visual timetables
- Specialist resources to support all learners in literacy and maths e.g. word cards, number squares and learning packs devised for learners with particular needs
- Personal organisation strategies
- Personal strategies to help moderate Sensory Processing Disorders e.g. fidget toys
- Assessment and Learning to Learn activities such as growth mindset for children and staff, challenge groups, marking scheme and time for feedback
- Self and peer assessment is used to enhance children's ownership of their learning
- Targeted time provided to practise, rehearse, review and improve through high quality feedback and marking
- Use of IT such as Clicker 6, iPads and recordable whiteboards

## **Speech and Language interventions**

- Specialist resources Teaching assistants and teachers liaise with specialists and SenCo to regularly deliver interventions
- Regular liaison with NHS therapists for children at targeted level
- Specialist intervention from therapists for pupils with significant need
- Vocabulary and speech sound displays are in every classroom
- Wellcomm language assessment is used to screen all children in early years

## **Literacy interventions**

- High Frequency Words (HFW) spelling groups with teaching assistant
- Range of materials to support comprehension skills
- Reading books to support struggling readers
- PM benchmarking for low ability readers
- Home/School reading records
- Clicker 6 computer programme to support writing in class
- Handwriting interventions and aids such as pencil grips and writing slopes
- Writing and Reading booster groups
- Word Shark
- 1 to 1 editing and redrafting of written work
- Wave 3 spelling and reading intervention
- Accelerated Reader programme for children in years 4,5, and 6

## **Numeracy interventions**

- Specialist resources to support understanding of number e.g. Numicon
- Small group sessions with Teaching Assistant
- Booster classes
- Number Shark
- Range of manipulatives and visual aids

## **Support for emotional well-being**

- Timetabled support from SEN TA
- Protective behaviours used for vulnerable children
- Visual materials to promote overcoming barriers to learning (posters etc)
- Support during un-structured times of the day e.g. focussed activities at playtime/lunchtime
- Support during transitions to new classes and to new schools:
- Nursery and reception children attend 'settling in days' at school, class teachers carry out 'home visits'. Year 6 children visit their secondary schools and meet members of staff, to enable a smooth transition.
- Weekly celebration assemblies
- Playground buddies and peer mediators
- Bright stars programme

## **Support for children with hearing or visual impairment**

- Specialist advisory teachers to observe and offer advice
- Magnifiers / visualisers / interactive whiteboards / seating arrangements / resources available
- Soundfield system in classroom
- Strategic positioning in class to maximize access to learning
- Access arrangements for testing

## **Support and strategies to help modify behaviour**

- Pastoral Support Programme, behaviour contracts, behaviour charts, reward systems
- Personal strategies such as visual prompt card to help focus on positive actions when under stress, keyring, fans

- Home/School diary – regular parental liaison
- Support and advice from Education Support Centre and outreach from agencies (using 5 tier model)
- Risk Assessment Management Plans and adaptation of classroom environment where needed
- Clear behaviour policy outlining strategies for managing behaviour
- Staff trained in Herts STEPs behaviour management

### **Support and strategies to help develop social skills**

- Use of peer support as positive role models
- Taught positive verbal responses through social group interventions
- Created opportunities to interact with others in a meaningful way e.g. buddies, learning partner or monitors
- Social stories to pre-empt situations and help develop pattern of positive behaviour
- Visual timetables, now and next boards, clear routines and structure, specialist resources and speaking and listening activities to promote social interaction
- School trips – where possible, adaptations and extra provision will be made to ensure all children can access a school trip

### **Support for children with Autism (see <http://stgiles.herts.sch.uk/wp-content/uploads/2016/12/SCHOOL-AUTISM-APPROACH-2016.pdf>)**

In addition to all the above provision, we offer the following for children with Autism:

- Autism Champion (Mrs Collins)
- Quiet area for relaxation and nurture
- Advice on supporting children's development at home
- Signposting to Autism workshops, courses and conferences for parents
- Close liaison with other local schools as part of the DSPL (Delivering Special Provision Locally)
- Joint working with Autism Advisory team and other professionals
- Specialist programmes, techniques and resources as listed above
- Regular reviews of impact of provision and progress using the AET (Autism Education Trust) standards

The following links are useful in supporting parents of children with Autism:

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

[www.aetraininghubs.org.uk/wp-content/uploads/2014/07/AET\\_working\\_together\\_with\\_childs\\_school.pdf](http://www.aetraininghubs.org.uk/wp-content/uploads/2014/07/AET_working_together_with_childs_school.pdf)

[www.aetraininghubs.org.uk/wp-content/uploads/2014/09/what\\_to\\_guide\\_upload.pdf](http://www.aetraininghubs.org.uk/wp-content/uploads/2014/09/what_to_guide_upload.pdf)

[www.autism.org.uk](http://www.autism.org.uk)

### **Adaptations to the learning environment**

- Internal - Adaptations to building are made where it is possible such as additional rails, ramps or specific furniture. The school has disabled toileting facilities.
- External – continual enhancement of the playground to create a stimulating and relaxing multifunctional area for active games and reflection, including a level playground, garden and outdoor music area

Please find below a list of the agencies we regularly use to support children's learning and development:

#### **Services used**

Educational Psychology

The Park Education Support for Social, Emotional and Behaviour Difficulties

Summerswood Support for Social, Emotional and Behaviour Difficulties

Speech and Language

Specific Learning Difficulties / Dyslexia

Paediatrician

ADHD Nurse

Autism Advisory Service / Communication Disorders Team

School Nurse

Step 2/CAMHS (child and adolescent mental health service)

Family Support Workers inc. child protection

Police

Herts County Council SEND team

Art therapy

Counselling

GPs

Colnbrook Outreach Support

Attendance Officer

Early Years SEND

While this list details categories of support, it is our practice to use a **holistic approach** and consider the whole child and their unique combination of strengths and areas of difficulty. In the first instance, teachers will identify that a pupil may have additional needs and individualised provision will be commenced. The child's progress will be monitored and provision modified accordingly. This information is shared with the SenCo. If a child continues to require additional or different support, the school may use the category of 'SEN Support' and a tailor made programme of support will be drawn up. We will often use other professionals to help guide us in your child's learning. The type of support could range from extra adult intervention, specific resources or strategies, adapted tasks or pre-learning. You know your child best so this will be discussed with you and your child so that we can get it right.

For pupils with complex and/or severe SEND, the critical need for additional provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding. In addition, schools may apply for an Education, Health and Care (EHC) Plan Assessment in order to gain a EHC Plan which will outline long term objectives and strategies on behalf of all services. There are strict criteria for both of these and apply to a very small percentage of children.

Please feel free to have chat with the SenCo, Mrs Collins, if you require any additional information.

**Tel: 01707 6421710**

**Email: [Senco@stgiles.herts.sch.uk](mailto:Senco@stgiles.herts.sch.uk)**

**Please visit [www.hertsdirect.org/send](http://www.hertsdirect.org/send) for further information on SEND in Hertfordshire.**

Please also visit

<https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page> for details of the local authority's local offer.