



# St. Giles' Church of England Primary School (VA)

Head Teacher: Mr. Keith Smithard MA Ed.

*'Learn, Grow and Flourish'*

## Special Educational Needs and Disability (SEND) Information Report 2018-2019

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

### Identification of SEN

Within the Identification of SEN, it is our practice to use a **holistic approach** and consider the whole child and their unique combination of strengths and areas of difficulty. Below is an example of how we may identify a child to have Special Educational Needs (SEN), however, the steps may not always follow in this order.

#### STEP 1:

In the first instance, teachers, parents etc will identify that a pupil may have additional needs. The child's progress will be monitored and provision modified accordingly. This information is shared with the SENCo, Headteacher, SLT and parents.

#### STEP 2:

If a child continues to require additional or different support, the school will review the child and may 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. This will be discussed and decided upon, collaboratively with: parents, teacher and the child.

#### STEP 3:

Your child will continue to be monitored, focusing on the impact of provision being provided. Through a collaborative approach we will decide if the category of 'SEN Support' needs to be applied and a tailor made programme of support will be drawn up. This will be discussed with the parents and also confirmed in writing. We will consistently review your child and their needs, modifying these according to the adjustments they require. Some children will require SEN support for different periods of time, depending on the child's educational needs. If we feel your child can be removed from SEN support, a discussion will first happen with the parents and the child will continue to be closely monitored to ensure they are continuing to make progress.

### Pupils with complex and/or severe SEND

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 (ENF). 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. **Please note: There are strict criteria for both of these which apply to a very small percentage of children.**

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

**Tel: 01707 642170**

**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.**

## Our School Offer

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. Class teachers and Mrs Fielder our SENCo is available to discuss matters around SEND and, together with parents/carers, and your child(ren) we will ensure that the right provision is in place.

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 - How do we make sure that your child is receiving the correct support.**

- 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 Journeys in Early Years Foundation Stage (EYFS)
- Provision maps reviewed and adapted 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 are created with the children and identify their areas of strength and development.

### **How do we include you as a parent?**

#### 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 and/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 Support Groups
- Personalised resource packs can be prepared and shared with parents to support home learning
- Assess. Plan, Do, Review (APDR) meetings for SEN children are used to set and review targets in collaboration with parents and child

- Parenting support can be offered within school and through external agencies- non-judgemental advice and tips.
- 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)

## **Who do the school/SENCo liaise with?**

### 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 professional meetings take place on a 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 Fielder or another member of staff are able to accompany parents to medical appointments such as paediatrics, occupational health and CAMHS.

## **What if my child needs additional support due to a medical need?**

Medical needs do not necessarily fall under the category of SEN, however, we do have provision in place for children with medical needs.

- 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 paediatric first aiders at work (2 day training) and all staff trained in basic first aid

## **What do you provide if my child is unable to access the curriculum?**

### 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

## **How do you encourage my child to be independent in their learning?**

### 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

## **My child needs support with their speech and language, what can you provide?**

### Speech and Language Provision

- Specialist resources Teaching assistants and teachers liaise with specialists and SENCo or TA to regularly deliver interventions
- The development of oracy and language is a high priority within the school and used within lessons daily in every class.
- Regular liaison with NHS therapists for children at targeted level
- Specialist intervention from therapists for pupils with significant need
- Wellcomm language assessment is used to screen all children in early years and children are monitored and reassessed.
- Wellcomm Language Groups
- Makaton trained Teaching Assistant

## **My child needs support with reading and writing, what can you provide?**

### Literacy provision

- Range of materials to support comprehension skills
- Reading books to support struggling readers
- PM benchmarking for low ability readers
- Coloured reading overlays.
- Project X Code – Reading Intervention
- Home/School reading records
- Read, write, inc phonics groupings
- Phonic interventions
- Writing and Reading booster groups
- Clicker 6 computer programme to support writing in class
- Handwriting interventions and aids such as pencil grips and writing slopes
- Dragon Writers and Pirate Writers – Writing Intervention
- Differentiated spellings and additional spelling groups with teaching assistant

## **My child struggles with maths, what can you provide?**

### Numeracy provision

- Specialist resources to support understanding of number e.g. Numicon
- Where necessary, individual lesson plans to support children
- Small group sessions with Teaching Assistants
- Booster classes
- Range of manipulatives and visual aids
- Consistent approach to mathematical strategies across the school through Maths No Problem

## **My child needs help with their emotional well-being, how can you support them?**

### Emotional Well-being provision.

- Protective behaviours used for vulnerable children
- 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 'nursery setting and/or home visits'. Year 6 children visit their secondary schools and meet members of staff, to enable a smooth transition.
- Weekly celebration assemblies, friendship and school council groups.
- Art therapy through external agency, held in school
- Safe Space 1:1 counselling sessions available
- Emotional support interventions.
- Access to external agencies for support with issues such as anxiety.

## **My child has a visual and/or auditory impairment; how can you support them?**

### Auditory and Visual provision

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

## **My child needs support with their behaviour, how can you help?**

### Behaviour provision

- 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

## **My child struggles socially, how can you support them?**

### Social Interaction provision

- Use of peer support as positive role models
- 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 and understand situations
- Lego Therapy Sessions to develop social skills.
- Social skill intervention sessions
- 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

## **My child has Autism, what support can you provide?**

Please see document 'Autism Approach' on our school website - <http://stgiles.herts.sch.uk/statutory-information/#sen>

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

- Autism Champion
- 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)

<http://www.aetraininghubs.org.uk/home/>

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

<https://www.childautism.org.uk/>

## How can the school adapt their learning environment to meet the needs of my child?

- 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

## Which external agencies do you use?

### 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

## Please also visit

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