

Special Educational Needs Information Report (School Offer)

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Reviewed by:

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Our school vision is based on Christian scripture from the bible and underpins our commitment to ensure that all members of our school community is able to thrive and develop. At St Giles' Church of England Primary School all our policies reflect the Christian vision, aims and values of the school.

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Introduction

All schools are required to develop and publish an SEN Information Report (paragraph 6.79 of the SEN Code of Practice). This document aims to outline the provision provided at St. Giles' C of E Primary School for pupils with special educational needs and disabilities.

1.a) How does the school know if my child needs extra help?

St. Giles' is developing good teaching and learning in the classroom and delivering a rich and varied balanced curriculum. It is expected and usually the case that good teaching along with good behaviour for learning by pupils in a school positively impacts on a child's progress and attainment.

It is expected that a child's class teacher, the Teaching Assistants (and other adults) mark work and give verbal feedback regularly, in accordance with our marking policy. Some children may require extra help - this will be evident where most other children will be able to carry out the skill or have the knowledge expected for their age or in comparison with similar age peers. It will be identified through staff knowing a pupil well, knowing the age-related expectations for the year groups they are teaching, regular assessment and monitoring of achievement.

If your child is arriving from another school and has already been identified to have special educational needs, the school system (Arbor) will be updated and any records received will be securely stored and read by relevant staff. It is usual for the SENCO and / or Headteacher to hold conversations about your child with you before beginning education at St. Giles' in order to gather information and help make plans. We will also attempt to contact previous educational settings so we can ensure the transition of provision is as smooth as possible and it can be established what worked and did not work.

Summary:

The school knows if children need extra help through its monitoring and review process and we act upon information which informs if additional help will be needed.

1.b) What should I do if I think my child may have special educational needs or disability (SEND)?

At St. Giles' we always consider the whole child and their unique combination of strengths, interests and areas of difficulty. We are guided by the following definition detailed in the SEN Code of Practice (paragraph xiv 2015):

"A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/ her. The child has a significantly greater difficulty in learning than the majority of others of the same age and / or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school".

Initially, discuss any concern you may have with your child's class teacher as soon as possible; do not wait until termly parent consultations. Please arrange a suitable meeting time through the school office (the end of the day on the playground may not be the best time to discuss things and staff often have other commitments and responsibilities after school).

If after speaking with the class teacher you feel you need to, please arrange to speak with the school Special Educational Needs Co-ordinator (SENCo) who can meet with you to discuss your concerns. You can also contact your child's GP or find support through the Hertfordshire Local Offer (see end of this document for the link).

Summary:

If you think your child has an additional need please talk with your child's class teacher first, then talk with the SENCO. You can also find out what support is available locally via the Hertfordshire Local Offer.

2. How will the school support my child?

Class teachers plan for, teach and review learning with all children's needs and abilities in mind; although this is in development as we are a relatively new and less experienced staff. Quality First Teaching is the foundation of effective progress for all children. Where necessary, the curriculum should be adapted so that children will access learning and make progress. The class teacher should make 'reasonable adjustments' as needed in the classroom (e.g. the use of a fidget toy to help a child concentrate during teaching time).

Other members of staff may also support children in different ways. At St. Giles' we aim to provide each class with at least one teaching assistant throughout the day who supports teaching and learning under the guidance of the class teacher. Their work is varied and includes: small group or individual delivery of activities or learning sessions (including specific interventions) within the classroom and also taking groups to another part of the school to focus on a task. Our teaching assistants are also engaged in supporting individual pupils with a range of needs such as emotional regulation.

Teaching assistants work across the school day and also undertake Midday Supervisory roles in supporting children in the dinner hall and on the playground.

For children with SEND who require extra support, they are identified on the class provision map and often have individual needs profiles and learning plans. These documents work together to inform class staff how best to support each child so they can make progress. These are reviewed regularly using the Graduated Approach (SEN Code of Practice – Assess, Plan, Do, Review) and are at least termly with amendments made as necessary.

Some children require extra support with their learning. This could be long term or for a short term need. Where possible we will meet this need in class through good quality teaching but at times it may be decided that children will need to be taken out of class to receive support either 1-1 or in a small group with a TA or the SENCo. If this is the case we will contact parents for consent.

On occasions we may decide it is in the child's best interests if we seek support and guidance from external professionals. If this is the case we will discuss it with parents and seek consent prior to beginning the referral process.

Summary:

A child with SEND is primarily supported by their class teacher with a good quality classroom provision and teaching. This includes reasonable adjustments, an adapted curriculum and interventions. We record this in school and regularly review it. Sometime we need to seek advice from other professionals.

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

Regular marking and verbal feedback on a regular basis is the best and most reliable indicator of progress as well as ongoing assessment of progress against the age-related expectations. There is a written school report produced once in an academic year which provides information about your child's progress. There are also two parent consultation sessions each academic school year. There are no separate SEND reports made as it is envisioned that parents will be involved in the regular review of Individual learning plans.

For children with SEND there are more frequent opportunities to discuss progress. This is when their Individual Learning Plan (and if needed, their Individual Needs Profile) are reviewed and new targets set. Parents are invited to discuss these with the class teacher and if appropriate the SENCo.

For children with an Educational, Health and Care Plan, there is an Annual Review meeting where the plan is reviewed and changes recommended to the SEND team at Hertfordshire County Council. Parents are invited to give their views and to actively contribute to the Annual Review process.

There is a weekly celebration assembly where one child from each year group is awarded a certificate for displaying the focussed quality or attribute during the week (this is shared in Monday assembly). These include attributes such as kindness, being helpful, perseverance and encouragement. This information

goes on the school newsletter which is emailed to parents and is also on the website. The school use Class Dojo to award points which at certain levels are converted to House points and badges.

Summary:

There are regular opportunities throughout the school year to find out how your child is doing in school and to celebrate successes. Parents are welcome to contact the school to discuss concerns as well.

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

Through a process of ongoing marking, feedback and monitoring class teachers can adapt the curriculum for individual needs of pupils. This can include taking objectives from different year groups or key stages and planning appropriate activities.

Sometimes it is necessary to provide additional support to pupils in school. If staff feel this is needed there is a robust process for the identification of the area/s for development, assessments are undertaken by school staff and where identified interventions planned for and delivered. This is in conjunction with the Assess, Plan, Do, Review cycle and parents are involved in this.

Support groups are delivered in a time-limited manner with regular progress checks throughout the programme. Interventions could include 'purchased programmes' such as TRUGS, Fischer Family Trust or where children have very high levels of need, advice might come from external professionals including the Specific Learning Difficulty teams. On occasions we may seek support to devise a very personalised individual programme for a child; if this is the case we would discuss this with you.

Summary:

Each child is provided with a curriculum that matches their needs through careful monitoring and planning by class teachers with advice and guidance being sought from the SENCo and external professionals as needed.

5. What support will there be for my child's overall wellbeing?

Your child's emotional, social and spiritual development is promoted and supported in many ways. Social, Emotional and Mental Health (SEMH) is supported through the curriculum for all children. We use the Jigsaw scheme of work for PSHE lessons. Assemblies each week focus on an attribute linked to the school values (kindness, respect, courage, honest, perseverance). Links to bible passages and stories where these attributes are demonstrated are also shared and discussed with the children during these assemblies and at other times during the week. Celebration awards each week are linked to the weekly attribute (see question 3 response).

Children can expect to receive specific positive praise and encouragement throughout the school day for effort as well as achievement. We have regular collective worship with the local vicar who aims to develop children's spiritual understanding and wellbeing of the Christian faith. Additionally, the whole school come together once a week for a singing assembly where we learn traditional hymns and modern songs and take enjoyment from the opportunity to sing together as a community. Singing is well-known to promote wellbeing and all children are encouraged to join in.

The nature of our small school means we get to know our children and families well and staff build relationships rooted in respect and wanting the best for the children in our school. This enables us to quickly identify if a child is not their usual self and for us to take steps to support the child. This could be providing an adult in school for the child to check-in with for a few minutes throughout the day and to talk to, or it could be doing some focussed work on emotions, friendships and relationships etc. At times we may feel it necessary to bring in the support of other professionals who may be better placed to support a child. If this is the case, the SENCo will discuss this with you prior to a referral being made and seek consent.

We have first aiders in school and they are on duty every break and lunch time and are available throughout the school day in case of injury or illness. All accidents are recorded in an accident book. Our school website can be translated using 'google translate' in the toolbar on the home page.

Summary:

Each child's wellbeing is important and we promote this in everything we do. We aim to support each child to the best of our ability utilising the skills and strengths of our staff but where needed we will seek external support and guidance.

6. What training have the staff had or are having in relation to special educational needs?

The SENCo holds the National Award for Special Educational Needs Co-ordination as required by the SEN Code of Practice. The SENCo has undertaken additional training courses and provides as much support as possible. The SENCo also attends meetings with other local SENCo's and the DSPL 6 team to share ideas and training. The SENCo is employed for 2 days a week.

Staff training needs are identified through conversations with staff and monitoring of children's progress to identify where additional training might be needed. This training is provided either from staff or by contacting external agencies to come in and train staff. SEND is a termly feature of staff meetings and staff are often given information needed about specific conditions or needs and this can inform their classroom provision and teaching.

Summary:

Staff are supported by the SENCo and senior leaders and where appropriate and available we seek external training so we can support children in the best way.

7. What specialist services and expertise are available at St Giles?

We are a small school and our strength is in working closely together, with many of the staff having multiple areas of responsibility. We work with outside agencies when the need arises including Children's Services and ISL. The SENCo and wider Senior Leadership team are experienced teachers and bring knowledge and experience which they share with the staff as best as possible.

Specialist services that have been accessed in the past: Speech & Language Therapists, Outreach from Watling View school, Family Support Workers, Occupational Therapist, Physiotherapists, Educational Psychology, DSPL 6, Integrated Services for Learning Specialist Advisory Teams and The Hive.

Summary:

Teaching staff benefit from the collective expertise of our Senior Leadership Team and support from different external services can be accessed if it is needed.

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

We believe that a partnership approach to education with parents, school staff and children working together on common aims is the most effective way children learn. We actively encourage parents/carers to support their children at home with homework and working on targets set by school staff. We also support an open constructive dialogue with families about their children.

If you feel you need some specific advice or guidance about supporting your child please contact the class teacher in the first instance and if you feel it is needed then also contact the SENCo who can meet with you and provide support and guidance. When supporting your child at home consistency and perseverance are often the keys to success even if it is tough at first and you don't see instant results. We also value the input of parents and carers in school events and ask that you support the school in as many ways as you can. This includes reading with them, helping them to complete homework and spending time with them.

When we are informed about courses for parents/ carers we will do our best to advertise these to parents in good time and would highly encourage people to take these up.

Summary:

If you need support ask the class teacher initially then contact the SENCo if you want more support or if it is for very specific SEND related support.

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

We welcome opportunities to meet with parents whether it is meeting them at the gate in the morning or afternoons or by arrangement. We involve parents in the process of identifying and establishing additional support for their children and include them in the review and target setting process.

More widely we encourage parents to support their children with their home learning and attend events at school such as special church services, school plays, sporting events and WOW events.

Summary:

We encourage families to stay in contact with school and speak to us at the earliest opportunity and to attend events organised by the school.

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

In order to ensure all children are included any offsite visit is risk assessed and where possible adjustments made. If adjustments for inclusion cannot be made, then an alternative itinerary for the class will be investigated. If we feel an in-school alternative is not practical for the class but an individual cannot be accommodated then this will be discussed with the parents. Where we feel it necessary, individual risk assessments are made detailing the need/s and how to manage them during the trip.

We can prepare children for offsite visits through sharing photos, videos, website and sharing our focus and itinerary for the trip. If needed social stories can also be written to support individual children. If the SENCo feels it appropriate for individual children, a visual timetable of the day or Now/ Next/ Then boards will be made and the child can use them with adult support.

Summary:

Children with additional needs will be given the opportunity to be included in all activities outside of the classroom and will be supported to engage with them as far as they want to.

11. How accessible is the school environment?

Parts of the school were built in the 1950s with new additions being made through the decades. Also due to its position on a slight hill, the school is spread across several levels. The main school entrance, Class 1, Class 2, ICT suite and lower library and offices are all at ground level with step-free access. The gates separating the car park and driveway from the playground, EYFS garden and school field enable step-free access around the outside of the school and into the hall.

The school kitchen, school hall (used for lunch, assembly, PE, small group work at times) is down 4 steps from the ground level. Step-free access can be gained to the hall by way of the path that runs around the outside of the school building from the EYFS garden to the playground and using the double doors into the hall.

There are 3 classrooms, toilets, and a library on the first floor. This is split into two sides of the school with each side being accessed from their own staircase off of the central staircase. There are fire escape staircases from each of the rooms, down to the bottom of the school.

There are 2 sets of pupil toilets in school. One set has step-free access on the ground floor and one is on the first floor. There is an accessible toilet on the ground floor which can accommodate a wheelchair but this is also a designated staff toilet.

If a pupil needed to access the first floor of the school and was physically unable to manage the stairs, then the Senior Leadership Team and SENCo would look at providing class provision on the ground floor.

There is currently an additional room on the first floor with access via the fire escape in the EYFS garden or via the staircases in the main school building. This is an ongoing development project.

Summary:

We are a small school spread over multiple positions due to its location and additions over time. If adjustments need to be made for access to the first floor this will be investigated by Senior Leaders.

12. How will the school prepare and support my child to join the school and transfer to a new school?

St. Giles' has a website we encourage parents and carers and pupils to look at. We welcome visits to the school by families and for children to ask questions. We urge families to arrange to visit the school prior to applying a place with us.

If a child has additional needs, part of the transition process will include handover meetings with key staff including the SENCo from a child's current educational setting or their last known setting. This will also include ideally visiting the child in their current setting and offering for them to come for a number of short transition sessions at our school. Handover meetings are very useful for staff as we recognise that every child is unique and special and knowing your child's strengths, interests and needs helps us to help your child settle in well.

For children moving to a new school, including at the end of year 6, we would aim to handover to a new school. For children with additional needs this includes the new to year 7 transition day (usually in July) as well as arranging additional visits by staff from the new school and for children to go for additional visits to the school.

Additional support for pupils either coming to us or moving to secondary school could include the use of social stories, photo books of key people and places, calendars to show when things are happening.

Summary:

As part of the process of starting at St. Giles' we aim to gather information about your child before they start and to provide opportunities to familiarise themselves with the school prior to starting. When moving on, information is shared with the new school and visits arranged where possible.

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

The headteacher and governing body have the decision about how to allocate the finances of the school.

Where it is felt additional funding is required for a child with exceptional needs, this is sought via local channels such as the DSPL 6 for LBNF (Local High Needs Funding) or an Educational, Health and Care Plan assessment may be requested. LBNF is a time-limited fund of up to 12 months and it cannot be reapplied for. An EHCP will come with banded funding which is used to support the child. Parents can make this request themselves but it is advisable to work with the school to do this.

Summary:

The headteacher and governing body determine the school's expenditure. Where additional 'top up' funding could be used, the required referrals can be made to meet exceptional specified needs.

14. How are decisions made about the range of support my child will receive?

If your child is on the SEND register at SEN Support or EHCP, your child will have an Individual Needs Profile and Individual Learning Plan written with the input of families, the child and that of their class teacher. The

Learning Plan details targets and strategies to support your child during a short period of time. You are encouraged to attend meetings reviewing these and agreeing new targets.

The Individual Needs Profile is updated when there has been a significant change that has impacted on your child. This is done in conjunction with families and staff. At all stages we ask a child for their views. This is done in an age-appropriate manner.

Summary:

Children are an important part of the decision-making process for their support. Parents will be invited at least once a term to meet with a member of staff (usually your child's class teacher) to review provision and progress.

15. Who can I contact for further information?

Class teachers are the first person to contact if your child is at our school. Otherwise, please call in to the school office for information about the school and look at our website; the information you want may be on there. Visits to the school can be arranged by contacting the office. You may also wish to speak to the SENCO, Rebecca Watt, who works as our SENCo for 2 days a week. Please call or email the school office: telephone: 01707 642 170 or email office@stgiles.herts.sch.uk

Summary:

More information is available from the school office and key members of staff can be contacted through the school office.

16. Where can I find out about the Local Authority's Local Offer of services and provision for children with Special Educational Needs and Disabilities?

Please look at the Hertfordshire Local Offer online where you will find details of services within Hertfordshire: [The Hertfordshire Local Offer](https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx)

(If the link does not work, trying copying and pasting the web address into a browser:
www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx)