Special Educational Needs Information Report (School Offer)

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Reviewed by:	Mrs Heena Gadhvi
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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.

CONTENTS

Introduction	*Page 3*
1.a) How does the school know if my child needs extra help?	*Page 3*
1.b) What should I do if I think my child may have special educational needs or disability (SEND)?	*Page 3*
2) How will the school support my child?	*Page 4*
3) How will I know how my child is doing?	*Page 5*
4) How will the school's approach to teaching and learning be matched to my child's needs?	*Page 5*
5) What support will there be for my child's overall wellbeing?	*Page 6*
6) What training have the staff, supporting children with SEND, had or are having?	*Page 6*
7) What specialist services and expertise are available at or accessed by the school?	*Page 7*
8) How will you help me to support my child's learning?	*Page 7*
9) How does the school enable constructive partnership working with families?	*Page 8*
10) How will my child be included in activities outside the classroom, including school trips?	*Page 8*
11) How accessible is the school environment?	*Page 9*
12) How will the school prepare and support my child to join the school and transfer to a new school?	*Page 9*
13) How are the school's resources allocated and matched to children's special educational needs?	*Page 10*
14) How are decisions made about the range of support my child will receive?	*Page 10*
15) Who can I contact for more information?	*Page 10*
16) Where can I find out about the Local Authority's Local offer of services and provision for children with SEND?	*Page 11*

Introduction
All schools are required to develop and publish a SEN Information Report (paragraph 6.79 of the SEN Code of Practice). This document outlines 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 and feedback 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 a teacher begins to have early concerns or worries about a child they may begin recording these concerns on our Early Identification Iceberg model. This can include what, when it happens, who is there, or anything that happens as a result.

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 Headteacher and / or SENCO 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), Mrs Gadhvi, who can meet with you to discuss your concerns. The SENCo works a total of 1 days per week and can be contacted through the school office. 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 speak 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. We have The St. Giles' Way which details the provisions we expect to be made for every child, every day, in every lesson so that all children have access to the same provision to start with. At St. Giles' we are also embracing Hertfordshire's Ordinarily Available Provision guidance and ensuring we are embedding the good practice in that. Where necessary, the curriculum and classroom provision can 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) to support individual children when it has been determined that this would be beneficial.

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.

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 taken out of class to receive support either 1-1 or in a small Targeted Support Group with a TA or the SENCo. If this is the case we will contact parents/ carers to discuss this and to gain consent. These children may be added to the class provision map for the duration of the support in place. At times we may agree that support is to be continued in which we will discuss moving the child to the SEN Register and putting an Individual Support Plan (consisting of a Needs Profile and Learning Plans).

For children with SEND who require extra support, they are identified on the class provision map and will have Individual Support Plans which consist of a Needs Profile and Learning Plans. These documents work together to inform school staff how best to support each child so they can make progress. These are reviewed regularly at least termly using the Graduated Approach (SEN Code of Practice – Assess, Plan, Do, Review), with amendments made as necessary.

On occasions we may decide it is in the child's best interests if we seek support and guidance from external professionals. See question 7 for a list of possible professionals. If this is the case we will discuss it with parents/ carers 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 making reasonable adjustments, an adapted curriculum and interventions. We record this in school and regularly review it. Sometimes 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 are two parent/ carer consultation sessions each academic year. There is also a written school report produced once in an academic year which provides information about your child's progress. Please note, there is no separate SEND report as part of the written annual school report.

Parents/ Carers of children with SEND have more frequent opportunities to discuss progress. This is through the at least termly Learning Plan review process. This is when their Individual Learning Plan (and if needed, their Individual Needs Profile) are reviewed and new targets set. Parents/ Carers are invited to discuss these with the class teacher in the first instance 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/ Carers and pupils are invited to give their views and to actively contribute to the Annual Review process. Pupils are encouraged to engage, with support as necessary, with the Hertfordshire SEND Team's pupil voice process, This is Me.

There is a weekly celebration assembly where one child from each year group (1 per Reception and Year 1 combined for 25-26) is awarded a certificate for displaying the focussed quality/ attribute/ value during the week (this is shared in Monday collective worship). These include values such as kindness, caring, being helpful, perseverance and encouragement. This information goes on the school newsletter which is shared with parents/ carers and is also on the school website. The school uses Class Dojo to award points to individuals or groups of pupils which each week combine for House Points. Individual points are awarded Dojo badges at certain levels.

Summary:
There are regular opportunities throughout the school year to find out how your child is doing in school and to celebrate successes. Parent/ Carers and pupils are involved in discussing progress throughout the year. Parents/ Carers 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 or providing additional supports within class such as task planners, examples of good work, scaffolds such as word banks or sentence starters or worked examples.

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 indicated, interventions and Targeted Support Groups planned for and delivered. This is in conjunction with the Graduated Approach of an Assess, Plan, Do, Review cycle (SEN Code of Practice) and pupils, parents/ carers are involved in this. There is more detail in the school SEND Inclusion Policy.

Targeted Support Groups are delivered in a time-limited manner with regular progress checks throughout the programme. Targeted Support Groups could include 'purchased programmes' such as TRUGS, Fischer Family Trust, Forward with Phonics, UCan2 or where children have very high levels of need, advice might come from external professionals including the Specialist Advisory teams (see question 7). On occasions we may seek support to devise a 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. Collective Worship 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 collective worships 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 a representative from the local church 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 (see question 7) 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 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 (accessed via the icon in the top right of 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 is required by the SEN Code of Practice to be a qualified teacher and to also hold, or be prepared to complete, the National Award for Special Educational Needs Co-ordination (NASENCo) or, from September 2024, the SENCO National Professional Qualification (NPQ).

The SENCo became a qualified teacher in 2004 and gained the NASENCo Award in 2015. The SENCo is employed for a total of 1 day a week. 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 and regularly attends the HfL termly briefings. The SENCo regularly undertakes training with specialist advisory teams as well as with the NHS Hertfordshire Speech and Language Therapy team.

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 experienced 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 within the school. We work with outside agencies when the need arises including Children's Services and ISL. The SENCo and 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. Information about these can be accessed through the links at the end of this document.

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/ carers, 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, Mrs Heena Gadhvi, 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/ carers in school events and ask that you support the school in as many ways as you can. This includes reading with your child/ren, helping them to complete homework, attending school events and spending time with them.

When we are informed about courses for parents/ carers we will do our best to advertise these to parents/ carers in good time and would highly encourage people to take these up. We share these through Arbor emails from the school office to all parents/ carers regardless of a child's SEND status.

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/ carers whether it is meeting them at the gate in the morning or afternoons or by arrangement. We involve parents/ carers 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/ carers to support their children with their home learning and attend events at school such as special church services, school plays, sporting events and school 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. Where we feel it necessary, individual risk assessments are made detailing the need/s and how to manage them during the offsite visit.

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, ICT suite and lower library and offices are all at ground level with step-free access through the front of the school. 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 class 1, class 2 and the hall.

Internally, 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 stair cases from each of the rooms, down to the ground level of the school.

There are 2 sets of pupil toilets in school. One set has step-free access on the ground floor from the class 1 and 2 classrooms (but not from the office level) and the other set is on the first floor. There is an accessible toilet on the office ground floor which can accommodate a wheelchair but is also a designated staff toilet. There is a designated set of adult female toilets.

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 moving the class provision to 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 floors due to its location and additions over time. If adjustments need to be made for access to the top 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/ 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 identified 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 (if we had received notice of a child transferring). 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 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.
If 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 LHNF (Local High Needs Funding) or an Educational, Health and Care Plan assessment may be requested. More information about this can be found in the school SEND and Inclusion Policy and on the DSPL6 website (see link at the end of this document).

Summary:
The headteacher and governing body determine the school's expenditure. Where additional 'top up' funding might be beneficial, 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 Support Plan which will consist of an Individual Needs Profile and Individual Learning Plans written with the input of families, the child and 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 yearly or more frequently if 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/ Carers 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. If you're not happy with anything, please speak to class staff in the first instance. If you are still not happy then please speak to the SENCo, Mrs Gadhvi, or a member of the Senior Leadership Team (Mr Pipe/ Mrs Dowdall). Our Complaints Policy is available on our website.

If you wish to speak to the SENCO, who works a total of 1day a week. Please call or email the school office to arrange an appointment: telephone: 01707 642 170 or email senco@stgiles.herts.sch.uk

Summary:
More information is available from the school office and members of staff can be contacted through the school office. Key policies are available on the school website.

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

For Hertfordshire Children and Young People Therapies (including Speech and Language Therapy, Occupational Therapy and Physiotherapy):
Children and young people's integrated therapy service | Hertfordshire Community NHS Trust (hct.nhs.uk)

DSPL6:
DSPL Area 6 - Home

Specialist Advisory Teams – information about them can be found at
Services for children and young people (hertfordshire.gov.uk)