St. Giles CE Primary School

Achieving through adventure

SEND Information Report

2020-2021

SEND Information Report 2019-2020

(updated under the reviewed New Code of Practice January 2015)

Welcome to St Giles Church of England Primary SEND Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND). Our vision for excellence at St Giles Primary School is a safe and healthy learning environment where everyone is happy, excited, challenged and inspired to be a lifelong learner. We aim to do this within the context of a warm, welcoming, Christian ethos where our children further develop strong moral values. Through our creative curriculum, our wide range of sporting and extra-curricular activities and our music and performing arts provision, we are confident that every child who joins our community will have the opportunity to flourish and grow socially, academically and emotionally. The ethos of St Giles Primary School is that every child's needs are met through a nurturing and personalised approach. We identify the law and arrangements refer to SEND. We recognise additional needs are represented in many different ways and we aim to support all children to flourish as an individual.

These values ensure that all members of the school community are committed to working in partnership and this includes: parents, pupils, school staff, governors, outside agencies and the wider community. St Giles Primary School is a member of the Derbyshire Diocesan Academy Trust; with 85 pupils in school, aged between 4 and 11.

Key People: Head Teacher – Mr B Twelves, SENCO – Mrs A Welham, SEND Governor – Mrs P Munro

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. (5.10:2015)

Our Approach to Teaching Learners with SEND

At St Giles Church of England Primary School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We reflect what is outlined with the New Code of Practise 'All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education'. (5.1:2015)

- We have effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2015)
- We have successful communication between teachers, children with SEND, parents of SEND children, Teaching Assistants who run intervention groups and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all the staff to ensure a personalised curriculum to meet the needs of all pupils through inclusive practice.

- We have an effective review cycle throughout intervention groups that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle.
- We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning,

The new Code of Practice 2015 identifies 4 key areas of SEND:

· Communication and Interaction

· Cognition and Interaction

· Social, Mental, and Emotional Health

· Sensory and /or Physical

Identifying the Special Educational Needs of Pupils

St Giles Church of England Primary School knows that a pupil has an SEND in a variety of ways:

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme

It maybe that the school seeks additional information from a screen by a specialist teacher eg a dyslexia assessment, or assessments completed by outside agencies eg; Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists.

At different times in their school life, a child or young person may have a special educational need.

The Code of Practice 2015 defines SEN as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) Has a significantly greater difficulty in learning than the majority of others the same age, or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The Class Teacher is responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary
- Individual Education Plans
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants

Mrs Welham – SENCO Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEN Information Report annually
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)including outside agencies, staffing, resources, health care plan
- Ensuring that parents / carers are: 1. Involved in your child's learning 2. Kept informed about the support your child is getting and impact 3. Involved in reviewing how your child is doing and the next steps
- Liaising with all the other people who may be coming into school to support your child's learning ie Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible

Mr Twelves – Head Teacher Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring your child's needs are met
- The Head Teacher must ensure that the Governing Body is kept up to date about issues relating to SEND

Mrs P Munro – SEND Governor Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life.

What are the different types of support available for children with SEND in our school?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different methods of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning including visual aids to support class work.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress (Pupil progress meetings) and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work / Intervention which may be:

- Led in the classroom or outside.
- Led by a teacher or a Teaching Assistant (TA).
- Intervention Programmes at St Giles Primary School include: Numicon, Toe by Toe, Fine Motor skills work, Big Cat Phonics, Precision teaching, Phonics Intervention, Physical Literacy, Power of 2.

SEN Code of Practice 2015: SEN support

This means they have been identified by the SENCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g . a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. They are usually available before and after school. If you continue to be concerned that your child is not making progress, you may speak to the SENCO – Mrs Welham

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen and record any concerns that you may have, plan any additional support your child may need including social and emotional support and discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they progress in their learning?

The school budget received from Derbyshire LA includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential. The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENCO and governors, on the basis of needs in the school and children. The Head Teacher and the SENCO discuss all the information they have about SEND in the school including; the children getting extra support already and the impact; the children who have been identified as needing extra support; the children who have been identified as not making as much progress through the Quality Frist Teaching and Provision Maps which for SEND children identifies all resources / training and support are reviewed regularly and changes made as necessary.

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children under the direction of the teachers
- Small groups for reading interventions, writing support, fine motor skills work and Numeracy programmes
- Teaching Assistants offering support for children with Phonics Intervention, Nurture groups, Physical Literacy

Multi Agency Provision including Local Authority Provision delivered in school

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Derbyshire Information, advice and support service (DIASS) - formerly Parent Partnership

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCO's role is to support the class teacher in planning for children with SEND – recommend interventions, strategies that may help · The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the SENCO, SSSEN service and other external agencies as appropriate. Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class ie: Autism Outreach,

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Staff use Provision Mapping to identify children who are not making required progress and highlight possible interventions and monitor the impact
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups- Numicon, Number squares, sloping desks, computer programmes, triangular pencils, coloured overlays, visual timetables.

How will we measure the progress of your child in school?

- Your child's progress is continually measured by their class teacher, progress in Reading, Writing and Numeracy is formally assessed each term.
- Progress is monitored regularly by the Head Teacher, SENCO and Senior Leadership Team.
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is a government requirement and the results are published nationally
- Where necessary, children will have an IEP based on areas of need identified or a pupil profile to identify their needs, support staff and how they learn best. Progress against these targets will be reviewed regularly and future provision amended as necessary
- The progress of children with a Statement or EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
- The SENCO will also check that your child is making good progress within individual work and targeted group work, by conducting learning walks, planning and book scrutiny, observations, data analysis and discussion with children

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The SENCO (Mrs Welham) is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office)

- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a Report
- Homework will be set so that it meets your child's individual requirements.
- If required a home / school communication book can be set up
- Links with Derbyshire Information, Advice and Support Service (DIASS)
- Link to the Derbyshire Local Offer through the school's website

How is St Giles Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Accessibility Policy (see website)
- There is a disabled toilet area
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for all pupils, inclusive of those with SEND

How will we support your child when they are transitioning within the school and into a new school?

We recognise that transitions can be difficult for a child with additional needs and we take steps to ensure that any transition is a smooth as possible.

If your child is moving to a new school:

- We will contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child. If possible a meeting will be arranged prior to moving school.
- We will make sure that all records about your child are passed on as soon as possible.
- Some children benefit from having photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it.
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them.

When moving classes in school:

- Information will be passed on to the new class teacher and a planning / transition meeting will take place in the summer term.
- The new class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes.
- There'll be a review meeting with the new class teacher and the SENCO discuss current needs and provision and plan for the new term.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- As well as the arranged transition days if your child requires additional visits this can be arranged (where appropriate a familiar TA may accompany your child as part of these visits). On some occasions the staff from the new school will visit your child while they are at St Giles Primary School.

How will we support your child's emotional and social development?

At St Giles Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these through our whole school nurturing approach. These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Mrs Welham (SENCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance. Furthermore we have a Teaching Assistants who will take on well-being role, providing opportunity to talk about their thoughts and take part in activities to support them.
- At lunchtimes, playleaders run activities to support the children with social skills and this also ensures that everyone has someone to play with.

What is the local offer?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on: www.derbyshiresendlocaloffer.org

Role of the SENCO

(Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school. A National Award must be a postgraduate course accredited by a recognised higher education provider.)

- The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.
- They will be most effective in that role if they are part of the school leadership team.
- The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.