



# St Giles CE Primary School

## Special Educational Needs and Disability Information Report 2017-18

This Information Report includes the Annual Governors SEND Report and SEND policy.

St Giles CE Primary School aims to provide the best possible education, recognising that every child is special and has individual needs and abilities.

***Our Motto is 'Inspire Believe and Achieve.'***

### **To achieve this we will:**

- ✚ Provide the highest possible quality of education in a stimulating, creative, secure environment in which all children achieve their full potential;
- ✚ Help each child to become a good citizen, with a lively appreciation of what he or she can contribute to society, and with sensitivity to the needs and aspirations of others;
- ✚ Maintain a partnership with all groups within the school and the wider community; create a caring confident community where everyone is excited by the challenges they meet;
- ✚ Ensure that children have a wide range of enriching experiences and opportunities to encourage a lifelong love of learning;
- ✚ Encourage self-discipline appropriate to the occasion and task, persevering in the face of difficulties;
- ✚ Encourage appreciation and understanding of other lives and cultures.

Our 'Motto' is at the core of all that we do in school, including supporting our children with additional needs. This document provides information for families about the variety of ways we ensure we support our children with Special Educational Needs and Disabilities (SEND) to achieve their full potential. We provide a range of educational and pastoral support to ensure that all our children achieve and make good progress.

Schools are required to publish the services that are available for all children as part of the reforms to SEND and The Children and Families Act 2014. This information report is published to provide clear, comprehensive and accessible information about the support and opportunities that are available in our school. It is also to enable parents and carers to further develop their integral role in the provision for children with Special Educational Needs and Disabilities.

The information within this document is general, however we also recognise that each child is an individual and will receive distinctive provision and resources to meet their specific needs where necessary.

This Information Report has been co-produced as a partnership with teachers, governors, children, parents and carers. It is in conjunction with Shropshire LA Local Offer which outlines the provision for children within Shropshire. It can be found at <http://new.shropshire.gov.uk/the-send-local-offer/>

If you would like further information, or a chat, please contact our SENDCo, Mrs Kathy Skitt, by email [admin@st-giles.shropshiresch.uk](mailto:admin@st-giles.shropshiresch.uk) or phone school on 01743 356579 to make an appointment.

### **There are a number of reasons why a child may be identified as having SEND:**

- ✚ They are having significant difficulty with their learning and making far less progress than would be expected, despite receiving targeted intervention.
- ✚ They have a specific learning difficulty, for example dyslexia.
- ✚ They have emotional or mental health difficulties.
- ✚ They have difficulties with social communication and interaction.
- ✚ They have sensory and/or physical needs, for example a hearing impairment.



### **Roles and responsibilities:**

The Head teacher, Special Educational Needs and Disability Coordinator (SENDCo) and the class teachers are all responsible for overseeing, planning and working with pupils with SEND.

- ✚ Our Head teacher and SENDCo oversee all support and progress of any pupil requiring additional support across the school.
- ✚ The class teacher will oversee, plan and work with each child with SEND in the class to ensure that progress in every area is made.
- ✚ There may be a Teaching Assistant (TA) working with the pupil either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

### **The Governors roles and responsibilities:**

- ✚ The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- ✚ One Governor (SEND link) is responsible for SEND and meets regularly with the SENDCo. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

## **For all children at St Giles Primary School who have additional needs we:**

- ✚ Recognise that the family is often the expert on their child and work in partnership with them.
- ✚ Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- ✚ Employ a fully qualified Special Educational Needs and Disability Co-ordinator (SENDCo) to lead on SEN provision across the school. School SENDCo is Mrs Kathy Skitt.
- ✚ Appoint a Special Educational Needs link Governor to work closely with the SENDCo. Our school SEND link governor is Mrs Rebecca Chew.
- ✚ Assess and review the learning of our children with SEND and use the information to inform future planning and teaching.
- ✚ When required, we provide teaching assistants in class who work with children with SEND and also, importantly, support other children so that the teacher has more opportunities to work with the children with SEND.
- ✚ Hold meetings for teaching assistants with the SENDCo and / or teacher, to review children and audit resources and to adapt provision where necessary.
- ✚ Support our families with children with SEND, formally through review meetings and informally through our "open door" approach. Families are also advised, where necessary, of other services and organisations which may offer further advice and support.
- ✚ Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our children with SEND.
- ✚ We evaluate intervention groups and strategies on a termly basis.
- ✚ Regularly evaluate our teaching resources to ensure they are accessible to all children with SEND.
- ✚ Ensure our school activities and educational visits, as far as possible, are accessible to all our children with SEND.
- ✚ Hold annual review meetings with families for children with a higher level of SEND. (EHCP - old Code Of Practice - COP level - Statement)
- ✚ Provide on-going SEND training and information for teachers and teaching assistants when necessary
- ✚ Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.
- ✚ Plan for the children's educational needs using individual plans, PCPs, which are reviewed at least three times a year.

## **How does the school know if my child needs extra help?**

Once a child has been identified as having SEND parents are consulted. This involves making contact with the parent/carer and inviting them in to school to discuss the needs of their children and the action of the school to meet the needs of the child. In addition to this the

class teacher meets with the parents/carers at least once a term, usually the week before parents evening to review the child's learning and set targets.

If any further information is needed the class teacher, SENDCo and the head teacher are always available to discuss the needs, support and progress of the pupil, as we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that parents are able to be the same with us.

Assessments and reviews are formally completed once a term (typically October, February and May).

### **How Accessible Is Our School?**

We endeavour to make our school environment accessible to all. We have disabled access ramps where necessary. The school has a disabled toilet with shower and full changing facilities.

All staff within the setting work hard to make the learning environments accessible to all pupils. Where necessary, modifications have been made to classrooms to enable accessibility for those with physical difficulties.

The Lantern is a room in our school which can be specifically used as a sanctuary/calming room to help children when they are experiencing sensory and emotional stress.

Occupational Therapist advice is sought for any further curriculum or environment modifications which may be required by individual children.

All of our policies and procedures are current and reviewed regularly and can be viewed in detail on our website.

### **What training has the staff had?**

Within the school we value the continual development of our staff.

The SENDCo has achieved the National Award for SENDCos & attends termly SENDCo meetings to keep her knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through professional development days and termly staff meetings.

Staff within the setting have received recent training in a number of areas including:  
Improving special educational needs in the primary school.

Apps for Autism

Making Sense of Autism - Raising Awareness (Tier 1)

Autism Spectrum Anxiety and Support

An Autism Friendly School

ASD Games and Social Strategies

Makaton for Beginners

Higher Level Makaton

TAMHS Anger Management

De-escalation and Physical Intervention

Management of Actual and Potential Aggression (MAPA)

Unpredictability, change and Transitions

Targeting Mental Health Support: Think Good Feel Good  
 Beyond Quality First Teaching  
 Teaching Assistant Deployment and Professional Development  
 Specific Learning Difficulties: Dyslexia and Dyscalculia  
 Supporting Dyslexia in the Classroom  
 Supporting Dyscalculia in the Classroom  
 Letters and Sounds for the Special Needs Child  
 Cool Kids - Motor Skills Support  
 Attachment and Trauma Support  
 Emotional Co-Regulation

We have two trained Pastoral Support Assistants who, as well as having trained in some of the areas above have been trained in bereavement counselling and attachment and trauma support. They provide support and care to parents and children and work primarily through the Lantern within school.

**Specific provision is provided in school. The table below explains the detail of this support.**

Type of SEND	Support provided in school
<p><b>Communication and Interaction</b></p> <p>Autism Spectrum Disorders (ASD)</p> <p>Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> <li>✚ We use visual timetables when needed to support children to understand what will happen and when it will happen.</li> <li>✚ We provide areas with reduced distractions and low stimulus when required.</li> <li>✚ We offer additional support during break and lunch time when appropriate.</li> <li>✚ We run small groups focusing on social skills as and when required.</li> <li>✚ Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.</li> <li>✚ We run individual speech and language sessions based on a child's needs.</li> <li>✚ We access the expertise and advice of the local authority Speech, Language and Social Communication team.</li> <li>✚ We provide additional time within the classroom setting for children who require additional time to respond.</li> </ul>
<p><b>Cognition and Learning Needs</b></p> <p>Moderate Learning Difficulties (MLD)</p> <p>Specific Learning Difficulties (SpLD)</p>	<ul style="list-style-type: none"> <li>✚ We access the expertise and advice of the Special Educational Needs teaching and support service (Woodlands Outreach) to ensure the needs of children are clearly identified.</li> <li>✚ We provide small group support with a focus on literacy or numeracy skills, depending on need.</li> <li>✚ We use intervention programmes to improve literacy or mathematics skills- e.g. Toe-by-toe, Phonics/Spelling play, Nessie Dyslexia programme, Number Gym.</li> <li>✚ We provide resources to support children with specific needs- e.g. coloured overlays and writing slopes to help with literacy for our children with dyslexia.</li> </ul>

<p style="text-align: center;"><b>Social, Emotional and Mental Health Needs</b></p> <p>Mental Health Condition</p> <p>Social Difficulties</p> <p>Emotional Difficulties</p>	<ul style="list-style-type: none"> <li>✚ We provide excellent pastoral care for our children.</li> <li>✚ We run one to one and small group sessions focusing on emotional understanding and expression - based on the SEAL (Social and Emotional Aspects of Learning) programme.</li> <li>✚ We complete risk assessments/behaviour management plans and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities.</li> <li>✚ We can put in place a short term support for children with a specific emotional need, for example, bereavement.</li> <li>✚ We run small group sessions with a focus on social skills including Reach for the Top and Relax Kids sessions where appropriate.</li> <li>✚ We seek the expert advice and support of outside agencies, including the School Nurse and CAMHS (Child and Adolescent Mental Health Services).</li> </ul>
<p style="text-align: center;"><b>Sensory and Physical Needs</b></p> <p>Hearing/Visual Impairment</p> <p>Physical Disabilities</p> <p>Multi- Sensory Impairment</p> <p>Medical Needs</p>	<ul style="list-style-type: none"> <li>✚ We provide support and practical aids where appropriate to ensure pupils can access the curriculum.</li> <li>✚ We seek advice and guidance from the School Nurse for pupils with significant medical needs.</li> <li>✚ We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills using Cool Kids programmes as well as Hand writing work.</li> <li>✚ We request and act upon advice and guidance from the Hearing Impairment Service, the Occupational Therapy Service and other expert practitioners as and when required.</li> <li>✚ When it is appropriate we use ICT to enhance pupil's access to the curriculum.</li> <li>✚ When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child.</li> <li>✚ The school allows wheelchair access and has an accessible toilet and shower facility.</li> <li>✚ Our staff understand and apply the Medicine Policy.</li> </ul>

### What should I do if I think my child may have SEN?

If you have any concerns about your child's development the first point of contact is your **child's teacher**. You can ask for time to discuss this in private with them. Your child's teacher may offer advice and plans may be put together to support your child. The first point of support for your child is met by Quality First Teaching and therefore following your concerns the class teacher should plan appropriate support to address the needs and monitor for successful outcomes. If progress is not evident over an agreed time the teacher would then address concerns to the SENDCo and further action would be identified. At this point you can make an appointment to Speak to the SENDCo with the class teacher to discuss your concerns. They may seek your permission to liaise with other professionals and seek advice and support in identifying needs and next steps. Through discussion with yourself, your child and your child's teacher, a Pupil Centred Plan may be agreed and your child may be placed on the SEND register so that their progress be more closely monitored.



### **Working in collaboration with external agencies:**

Children who have been identified by the Class Teacher or SENDCo as needing some extra specialist support from a professional outside the school may receive support from some or all of the external agencies that we work with. The assessments that are carried out by these services help to provide the right support for children with specific needs. Some children may have these needs met quite quickly and involve a small amount of involvement, for other children they may need further involvement due to the severity of their complex needs and therefore may require Local Authority assessment for an Education, Health and Care plan (EHCP).

We currently work with the following external agencies:

- ✚ Speech and Language therapy (SALT) Service.
- ✚ Woodlands Outreach Service
- ✚ COMPASS
- ✚ Early Help Team
- ✚ CAMHS
- ✚ Educational Psychologists
- ✚ School Nursing team
- ✚ Sensory Inclusion Service
- ✚ Occupational Therapists
- ✚ Children's Centre Services

### **Children with an EHCP (Education, Health and Care Plan)**

The school (or parents) can request that the Local Authority carry out an EHCP assessment of your child's needs. This is a legal process which sets out the amount and type of support that will be provided for the child. Once an application to carry out an EHCP assessment has been submitted to the LA they will complete the assessment process within a legal timeframe. They will decide (using the paperwork submitted by the school and the professionals working with the child) if the child's requires a higher level of support to meet their needs. If they require an EHCP then the LA will write one and ensure that the child, the parents and the professionals have all contributed to the paperwork. This will then be submitted to school within a 20 week timeframe. If the LA does not think that the child requires an EHCP then they will inform us and we will continue the support previously given to the child.

If you wish to discuss your child's learning or well-being please arrange a suitable time to come in to school. We will work with you to support your child in our school.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs, the first point of contact should be the child's class teacher, they will be happy for you to share any concerns you may have. An appointment with the SENCO or the Headteacher can also be arranged by contacting the school.

Thank you for your continued support.