



St Giles C.E. Primary

Our local offer for children with SEND



How we identify individual special educational learning needs

- ❖ When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ❖ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy - we always share our findings with you and the next steps we need to take.
- ❖ If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the school's Special Educational Needs Coordinator (SENCO).



How we involve pupils and their parents/Carers in identifying special educational needs and planning to meet them

- ❖ We are child and family centred so you can expect "no decision about me without me".
- ❖ When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ Where appropriate we will write and review Individual Education Plans with pupils and parents/carers, a copy will always be available for you.
- ❖ We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.
- ❖ We use homework to repeat and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about homework please see your child's class teacher.
- ❖ Our school website has a dedicated area for parents which includes links directing parents to a wide range of support services for parents, pupils and families.
- ❖ Our staff are available at the end of every school session to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ❖ Children with communication difficulties are provided with a home-school diary. This tells you about the sort

of activities your child has been undertaking at school, so that you can discuss these at home.

- ❖ Each child has a reading diary. Teachers will write comments for parents to read at home, and we encourage parents and carers to add observations of their own.
- ❖ We have a wide range of learning activities available on our learning platform that parents can access with their children at home. All children are provided with a log-in for our site, and training is offered for parents so that they are familiar with the wealth of opportunities available, and how to access them.



How we use other adults in school to support pupils with special educational needs or disabilities

- ❖ Our SENCo is fully qualified and accredited.
- ❖ Our SENCO leads a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.
- ❖ Our SEN team are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- ❖ We have our very own Speech and Language Therapist who works in school every week.
- ❖ Our Parent Support Advisor is a very supportive member of the team with an excellent knowledge of how to support our children and their families. No problem is too big or too small.
- ❖ Our SENCO analyses pupil performance data termly to ensure every child is making the best possible progress.
- ❖ We have a dedicated Educational Psychologist, who visits our school regularly to observe and assess pupils, and offer advice and support to both home and school.



How we use specialist resources to support pupils with special educational needs or disabilities

- ❖ We have a dedicated nurture club-'Dolphin Club' that is available for any pupils who need a calm environment during lunch times. With the support of our safeguarding manager we aim to develop pupil's social, communication and language skills.
- ❖ We also facilitate pragmatics groups 'Talking Heads' across the school to support social, emotional and communication needs.
- ❖ Our SEN team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- ❖ We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- ❖ We have a wide range of reading material (books, digital stories) to appeal to both oral and visual learners, and specialist 'catch-up' schemes to revise lost learning.
- ❖ We have a wide range of ICT equipment available to help motivate pupils and access learning. These include I-pads, laptops, computers, microphones, programmable toys, talking postcards, talking buttons, talking books, and wii devices.
- ❖ We use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.
- ❖ We use key rings containing Makaton signs on small cards to aid children with communication difficulties.



How we modify teaching approaches for individual pupils

- ❖ All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties.
- ❖ Our EYFS staff are all able to use basic Makaton signs.
- ❖ We are a dyslexia friendly school.
- ❖ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture exchange cards, objects of reference, intensive interaction and individual workstation tasks.
- ❖ We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ❖ All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- ❖ We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented.
- ❖ We run a number of 'intervention groups' for children who are in danger of falling behind their peers. These usually consist of phonics 'intervention groups' at the beginning of years one and two, and groups to develop mathematical language. Similarly a wide range of 'intervention groups' operate in key stage 2 which include developing literacy and mathematical skills.
- ❖ We offer a wide range of in-house communication groups; these usually focus on Attention and Listening, Speech and Language and Social Communication.
- ❖ We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.



How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/Carers)

- ❖ In the Foundation Stage we track progress against the Early Years Foundation Stage ages and stages of child development.
- ❖ In Key Stage One we use P scales where appropriate to assess progress that is in smaller steps than the usual national curriculum levels.
- ❖ We use SIMS system to track pupil attainment and progress against targets. This is updated every term and shared at each parent consultation meeting.
- ❖ We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- ❖ Parents of children with special educational needs are invited to a special review meeting each term where we discuss progress and set individual education plans outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child.
- ❖ Our Senior Leadership Team analyses the progress of every child each term, and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern, and writes an individual education plan for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible - *"If children can't learn the way we teach, perhaps we should teach the way they learn"* (Howard Gardiner).
- ❖ We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check our judgements are correct (moderating).
- ❖ We set challenging targets that are based on nationally agreed guidelines on progress.

- ❖ We check how well a pupil makes progress in each lesson. Target boards help the children to understand what is expected of them if they are to succeed.



**What extra support we bring in to help us meet SEN:- services; expertise.
How we work together collaboratively.**

- ❖ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- ❖ As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.
- ❖ We get support from local authority services about training, policy and funding.
- ❖ Our local authority provides educational psychologist support for assessment, advice and training.
- ❖ We have a Specialist Advisor/Trainer who works closely with staff, pupils and families in raising attendance and punctuality.
- ❖ We get support from speech and language therapy (SALT) through our own speech therapist to train our staff and advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy.
- ❖ We liaise with the School's Health Advisor regularly.
- ❖ We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.



What other activities are available for pupils with SEN in addition to the curriculum?

- ❖ We have a number of lunch-time clubs such as dance, gymnastics, cricket, football, multi-skills, and many more. Pupils with SEN are included, and are offered one-to-one support where needed to support access.
- ❖ We have termly educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.



How we support pupils in their transition into our school and when they leave us

- ❖ Children who join our school in nursery are welcomed into our school community with a personal home visit by their key worker, followed by a meeting in school. A series of parent and child 'taster' sessions follows in the second half of the summer term in preparation for their September start.
- ❖ Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.
- ❖ We liaise very closely with our feeder secondary schools to ensure that the transition from the primary

school to the secondary school is as smooth as possible. Additional visits to the secondary schools are organised by the SENCO.

- ❖ Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- ❖ When we are aware that pupils joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment.
- ❖ We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.



How additional funding works

- ❖ Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.



Where pupils can get extra support

- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if that are worried or have any concerns they want to share. Our open door policy means that they have access to the Headteacher/SENCO at all times.
- ❖ We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. Dedicated play leaders involve children in play opportunities.
- ❖ We have a buddy system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.
- ❖ The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.
- ❖ Our Parent Support Advisor & Safeguarding Manager is available every morning.



Where parents/Carers can get extra support

- ❖ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special

educational needs or disabilities. Their telephone number is 01922 650330.

- ❖ Our SENCO and our Parent Support Advisor can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.
- ❖ We have produced a range of bespoke parent information leaflets that set out our practice. These are readily available on our website or from the school office.



What parents/Carers can do if they are not satisfied with a decision or what is happening.

- ❖ Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition, our Parent Support Advisor/Safeguarding Manager or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Head teacher at any time. If he cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the Head teacher.
- ❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.