



Giles Junior School Offer **(Special Educational Needs Report)**

Glossary attached

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Giles we work together with parents, children and all staff, to identify individuals who need extra help. We carry out Pupil progress reviews every term and look at progress of all children, in all aspects of development. In collaboration with parents and pupils, we ensure a graduated response to identify individual needs, gaining advice from appropriate professionals and referring for further assessment if necessary. Parents are always welcome to come into school, or phone to discuss concerns regarding needs of their child, with the Inclusion Manager -Andrea Chappell.



2. How will school staff support my child?

At Giles we work as a team to support children. First and foremost, the class teacher, together with the teaching assistant, will provide good quality teaching, which will cater for the individual needs and learning styles of children. If additional intervention is needed, this could be carried out in sessions with the class teacher, teaching assistants or higher level teaching assistants. In some cases children will be supported individually. This may be to keep the child or others safe, in order to provide personalised learning; or to provide appropriate and timely intervention for children with behavioural difficulties. At all times development of independence is paramount and structured intervention where a child is supported, encouraged and reassured and then left to work independently and proactively for short bursts, would always be favoured over continuous 1:1 support. The Inclusion Manager plans and

oversees provision together with the Head Teacher, other senior leaders and teaching staff. Giles has an Inclusion governor who liaises with the Inclusion Manager to ensure thorough provision throughout the school.



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

At Giles we have high aspirations for all children. If during pupil progress reviews we feel that a child is not making good progress, or not meeting levels of attainment that they are capable of, in the first instance we would look at how thorough differentiation and inclusive strategies could improve progress, prior to the possibility of additional intervention. The next step if needed could be involvement of an external professional eg Autism Advisory teacher, Speech and Language Therapist or an Occupational Therapist to provide support and advice. Parents have opportunities to meet with staff as follows:

- **Class Teacher:** Parent/teacher interviews in autumn and spring terms. Written report in the summer term.
- Informal meetings with class teacher which can be arranged through the school office.
- Daily communications as necessary eg e-mail, home/school book decided in a joint agreement between teacher and parent to ensure well-being and progress of the child.
- **Inclusion Manager Andrea Chappell:** Termly SEN Review with Inclusion Manager/Class Teacher/Teaching Assistant.
- Meetings with Inclusion Manager.
- **Your child:** Opportunities to see your child's learning. Parents are welcome to come in and see their child's learning at any time and there is always opportunity to look at books on parent/interview evenings and open mornings.
- Opportunity for your child to evaluate provisions that they have had in discussion/questionnaire.

Provision is evaluated at least termly in pupil progress reviews and in Senior Leadership Team and governor reviews of progress and attainment data.



4. How will the learning and development provision be matched to my child's needs?

At Giles, Class Teachers will tailor education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances, or level of ability.

We identify barriers to learning using our knowledge and understanding of the areas of need.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

During SEN Reviews, led by the Inclusion Manager, parents, pupils and Class Teachers will look at assessments made on the child, including progress data, observations made, samples of learning, discussion. Then they will plan what the next steps may be, including decisions about intervention, who will carry this out and how this can be supported at home. If any advice and support is needed from an external professional, this may be discussed and planned here. This would then be implemented and reviewed during Pupil Progress Reviews and in the next SEN Review. See the Provision Map for interventions/provisions that may be put in place.



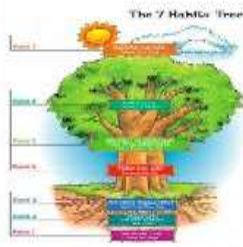
5. What support will there be for my child's overall wellbeing?

At Giles we have a range of support which caters for the needs of the 'whole' child.

- 7 Habits - Leader in Me programme underlying all we do at Giles
- Bubble Time in classes - opportunity for children to write their name on a bubble if they want to talk to someone
- Personal Social and Health Education (PSHE) Programme in all classes
- Sensory Room
- Pastoral Support
- Family Support worker -1:1 Sessions/Bright Stars
- Counsellor- Schools counselling service - external support
- School Councillors
- Inclusion Leaders
- Peer Mediators
- Young Leaders
- Social Skills sessions
- A broad range of sports activities offered in clubs before school, at lunchtime and after school

Giles has a graduated response to meeting the mental health needs of our children using the above strategies and services.

Giles is an accredited Anti-Bullying school.



6. What specialist services and expertise are available at or accessed by the school?

Staff at Giles have a wealth of expertise in catering for the varying needs of individual children.

If further advice and support is needed the Head Teacher, Inclusion Manager and teaching staff in collaboration with parents and children may decide to refer to one or more of the following agencies.

Services within Giles

- Family Support worker
- Bridge Builders
- Counsellor

Services accessed by Giles

- Educational Psychologist
- Speech and Language Therapist
- Leys SpLD Base (Specific Learning difficulties - Dyslexia/Dyscalculia)
- Education Support Centre
- Autism Advisory Services
- Medical Services: School Nurse, Paediatrician, Physiotherapist, Occupational Therapist
- CAMHs -Child and Adolescent mental health service
- Thriving Families
- ADD-Vance
- Carers in Herts -Young Carers
- Greenside Outreach support

7. What training have the staff, supporting children and young people with **Special Educational Needs and/or Disabilities (SEN/D)**, had or are having?

All staff when starting at Giles have an SEN Induction to inform them of Giles good practice.

Staff have regular opportunities for professional development including training as necessary offered on:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autistic Spectrum Condition (ASC)

- Learning Difficulties
- Speech & Language
- Dyslexia
- Behaviour management
- Social and emotional needs

The Inclusion manager will ensure that any staff working with a child or children with specific needs will have support, advice and training as necessary to enable children to reach their full potential in everything they do.

The Inclusion Manager will share Special Educational Needs updates and good practice as needed in regular staff meetings.



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

We have a Giles parent support drop in session every half term that is for parents or carers of children with a Special Educational Needs a disability or any additional need. This is to share information, for parents to support each other and for parents to be involved in moving the school forward together in Special Educational Needs policy and practice.

Workshops to train parents in supporting children include:

- Maths
- Home learning
- Write Words
- Computing - Bug Club/Sam Learning/Espresso

The Inclusion Manager has an open door policy to discuss individual needs and advise on support and resources that can be provided at home.



9. How will I be involved in discussions about and planning for my child's education?

Children will have an SEN Review once each term. This will be a meeting involving your child at the centre with yourself the class teacher and Inclusion Manager, and other adults as appropriate . This will be to assess provision and progress and plan for the future, making reasonable adjustments as appropriate and planning outcomes. Parents will be involved at every stage and informed of any changes made in support given

There will be two opportunities for Parent/Teacher interviews each year. The Inclusion Manager is also available on these evenings.

Other regular meetings may be organised with the Inclusion Manager and/or the Class Teacher as needed.

The Inclusion Manager- Andrea Chappell is available from Monday-Wednesday and the Inclusion Teaching Assistant -Sarah Allcock- Green is available from Wednesday to Friday. Andrea and Sarah can be contacted via the school office, by phone or e-mail if parents have queries, concerns or anything that they would like to discuss.

The Inclusion Governor and Inclusion Manager work together to have an overview of best practice, to monitor in classrooms, look at strategies and interventions and to produce and evaluate policies.



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

For all school trips and activities outside the classroom, risk assessments and reasonable adjustments are made, to ensure all children are included as far as their needs allow and parents and children are comfortable and happy with.

11. How accessible is the school environment?

Giles Junior School is all on one level. Within the buildings there are ramps up to all doors and a wheelchair can negotiate all areas. Reasonable adjustments are always made for children attending Giles, whatever their need. These are made, in collaboration with parents and all appropriate staff.

We communicate with parents through letters, parent mail via e-mail or text or by phone. We can provide letters in a larger print or can meet with parents to discuss or read letters if needed.



12. Who can I contact for further information?



Inclusion Manager: Andrea Chappell
achappell@gilesjm.herts.sch.uk

Inclusion Teaching Assistant and Governor: Sarah Allcock- Green



sallcockgreen@gilesjm.herts.sch.uk

Giles works in partnership with parents and carers. If a parent has a concern they would always be welcome to discuss this with the most appropriate member of staff which could be the Inclusion Manager, Head Teacher or Class teacher.

The complaints procedure is accessible on the school website.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At Giles we carry out a thorough transition from Key Stage 1 and onto Key Stage 3. We also prepare children for transition between Year groups:

- Meetings with feeder and receiving schools involving parents and children starting as early as possible in the year before transfer
- Year 6/7 transition sessions for selected pupils provided by the Education Support Centre
- Additional visits for some children (Yr 2 and 6) to visit key staff and familiarise themselves with new school buildings
- Photos of staff and key areas are taken for some children and put together for children to look at and become familiar with, during the summer holidays
- Some children may have a passport with pictures, photos and important information about themselves put together by the child, parents, teachers and teaching assistants, to provide a 'picture' of the child to inform new staff of needs and strategies
- All children within Giles have at least 3 opportunities to meet their new teacher and go to their new classroom.
- Some children may have extra visits to their new classroom and may meet with their teacher in a more informal way in order to reduce anxieties associated with transition
- Current and receiving class teachers and teaching assistants have the opportunity to meet to share knowledge of children and supporting strategies using paperwork such as passports and professional reports as a basis for discussion.



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

We are allocated a budget in school to use for Special Educational Needs Support and resources. This is used to ensure that we cater for children appropriately and effectively depending on their needs. If a child or group of children need support over and above provision through this budget, exceptional needs funding can be applied for to be used specifically for that child or group of children.



15. How is the decision made about how much support my child will receive?

At Giles, parents will be involved in all decision making processes regarding provision for their child from identification of need to appropriate support, progress made and external advice as needed. The amount of support will be decided depending on level of need by the head teacher, Inclusion manager and class teacher.

If a child has an Education Health and Care plan parents have an option to request a personal budget from the local authority. This is an amount of money identified to achieve outcomes in the EHC Plan. More information can be found at:

<http://www.ipsea.org.uk/what-you-need-to-know/personal-budgets-and-direct-payments>

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Parents/Carers can access the local offer by visiting:

www.hertsdirect.org/localoffer

If you would like to support us in developing our Special Educational Needs Information report, or have any feedback that you would like to share with us, please contact Andrea Chappell.