

THE SEN INFORMATION REPORT

ST GILES JUNIOR SCHOOL

How pupils are identified and assessed

Pupils with Special Educational Needs are identified in a number of ways at St Giles Junior School.

- Parental concerns.
- By tracking the progress of pupils using our tracking system called O track.
- Termly pupil progress meetings.
- The pupil themselves may indicate that they are finding work too difficult or other issues.
- Teacher may identify difficulties through observations; work in books or through conversations with the child.

Our first response to difficulties is to ensure that we provide high quality teaching including a differentiated curriculum (that the work set is challenging to ensure progress but not hard so it cannot be accessed). If the concern continues we will meet with parents and pupils and discuss ways we can help with the difficulty - this can be by providing targeted intervention (initially for 2 terms). If after targeted intervention we still have concerns about progress then we can undertake a number of specialised assessments in Reading, Spelling, Maths and writing – this is usually undertaken by a specialist teacher from the Early Intervention Service. We can also access support from an Educational Psychologist, the Speech and Language Service and the Integrated Disability Service. This usually takes the form of an initial assessment and then recommendations or a programme of targets set for the child that have to be worked on over a specified time frame.

Sometimes problems with learning have an emotional or social base and we provide Emotional therapy here pupils are given a Goodman's assessment so that we can identify areas to work on. We have a growing Nurture group provision in our school which enables our pupils to develop the skills needed for learning. For this pupils are assessed using the Boxall Profile which assists in identifying the areas which need to be targeted. Where appropriate, children can also benefit from our Forest School provision and Lego Therapy.

We assess all our pupils on entry to our school for reading, writing spelling and maths to ensure that they all have a good start and any difficulties are identified quickly.

How pupils and parents are consulted, involved and take part in review

Parents and pupils are invited to the IEP reviews which are held each term. Appointment times are sent out and we use our best endeavours to find a suitable time for all concerned.

- Pupils are a key part in this discussion, so that they are able to be involved in the decisions that are made about their learning.
- If a pupil is nervous about this, we will ensure a trusted adult is able to talk things through with the pupils so that they can take an active part in the meeting.
- In review meetings we aim to consult parents about the provisions being planned for the term and ask if they have any suggestions for targets.
- Both parents and pupils are encouraged to share their opinions on the work that is going on as well as celebrating the achievements that have been made.

Parents and children are also invited to attend EHCP and Statement annual reviews once a year.

How pupils are supported during times of transition

Transition to High School:

- Schools visits are organised as is the transfer of SEN information and provisions provided in St Giles.
- EIS runs transition courses in St Giles for vulnerable pupils.
- Pupils can be accompanied by trusted adults to new settings and questions are asked and answered until pupils are confident about the new setting.
- All files are transferred to the new setting. Meeting take place between the new teachers and current class teachers and between the two school SENCOs to pass on important and personal information.

Transition within the school:

- Our more vulnerable children who would find transition a time of anxiety and stress we offer extra transition times with their new teacher. After the two days transition in July we also plan time for the children and new teacher to meet once a week until the end of term. During this time relationship can be built and any questions can be answered through a relaxed and fun environment.

If your child is joining us from another school:

- The SENCo will visit previous school when appropriate.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

The approach to teaching pupils with Special Educational Needs

Quality first teaching is at the fore front of our philosophy at St Giles and we advocate multi-sensory activities wherever possible. Work is differentiated so that all the learning in the class (regardless of whether a child has SEN or not) can make progress and are involved in new and classroom based learning.

We work to ensure that all pupils including those with Special Educational Needs are able to take part in the full life of the school - this may mean additional staffing to ensure pupils get the most out of all activities. Some Pupils are supported in Literacy and Maths with special programmes - these are often drawn up with advice from outside agencies such as IDS or the Educational Psychologist. The majority of our interventions take place outside of Literacy and numeracy so that all children can learn with their peers in class. For children with more complex needs specialist teachers are brought in to plan alongside the classroom teacher so that the best provision can be provided.

We have Nurture Provision, Forest Schools, Lego therapy and Emotional Therapy at school, to provide all round opportunities for our pupils.

How adaptations to the curriculum and environment are made

We adapt the curriculum by breaking it down into small steps for our pupils and provide specialist teaching in small groups where we can and when it is necessary. We seek advice and guidance from outside agencies such as: physiotherapist, OT, Speech and language, EIS, IDS and our Educational Psychologist as to the learning environment and make adjustments when advised.

We have made adaptations for visually impairment pupils with bright paint and flat entrances and exits to the buildings. We have braille signs in important places and we also have specialised equipment for visually impaired pupils such as Jaws, braille machine and a classroom magnifier.

We have additional lunchtime supervision for pupils who find this time challenging who have received specialist training.

We have a place of safety for distressed pupils to have time to calm down before continuing with lessons. In addition to this we have a learning mentor who is on hand to pick up students who feel they need extra support who is able to listen, support and give guidance too.

We also have additional materials, which are specific to the needs of our pupils who need support. We have an outside learning area and where possible make sure the learning is kinaesthetic (hands on) and sensory. The adaptations made reflect the nature of the needs in school at any given time.

We have toilet and hygiene facilities for any pupils with additional physical needs.

The Expertise and training of staff

All Staff undertake regular training and CPD (continuing professional development). Staff training is based around the children who are currently on roll and their needs – training is on-going and is updated regularly.

Bethan Davies is the SENCo and Interventions Manager at St Giles Junior School and has completed the 'National SENCo' award and is currently undertaking a Master's Degree at Worcester university in 'Special and Inclusive Education'.

Support staff are employed to ensure that all of the needs of our most vulnerable children are met and this is reviewed termly. Our support staff hold a variety of different skills and these are matched to the children they work with. Skills held by our staff currently include:

- Expertise in Emotional Therapy and restorative justice
- Experience and trained in working with Autistic Pupils
- Nurture trained
- Trained in LEGO therapy
- Experience of delivering extra support for EAL pupils using EMTAS guidance
- Forest school trained
- Trained in the Reading and Language intervention programme
- Read, Write Inc Trained
- Fresh Start trained
- Trained in delivering the inference and deduction programme

This list represents the collective skills of our support team!

How the effectiveness of the provision is evaluated

At St Giles Junior School the teachers are incredibly effective at assessing and evaluating both themselves and the provision given to ALL children. All lessons are evaluated including assessing how particular groups or individual children do.

Intervention groups are evaluated termly looking specifically at progress and impact and a report is sent to the school leadership team and the school Governors each term.

After every assessment a pupil progress meeting takes place. Teachers meet with the maths and Literacy coordinators and with the SENCo. An action plan is drawn up to assist in identifying and supporting pupils in all vulnerable groups and identifying children who have not made sufficient progress and why this might be.

It also has to be noted that pupils with complex learning needs sometimes make very small steps in improvement and outside agency advice and assessment is sought for pupils who are slow to progress.

All our extra provision such as precision teaching , Toe by Toe and Speech and Language packs are all progress based – whereby the child is base-lined before the provision starts and again afterwards to accurately measure progress made by all the children.

The progress of all children is reviewed termly.

How pupils with Special Educational Needs are included in activities

St Giles is an inclusive school where all children regardless of their abilities are supported and able to part-take in all activities we offer. Where appropriate we will make adjustments to the curriculum, environment and activities so all children can access them.

The support available for emotional and social development, including pastoral support

Within the framework of Emotional Therapy there are a number of different groups which provide support in making friends our main one being buddies – delivered by Mrs Randle. In addition to this Mrs Randle also delivers LEGO therapy which promotes making friends, team work and speaking and listening skills.

Mrs Hough (our pastoral worker) delivers programmes to help children in many areas. These include: Coping with anxiety; bereavement groups; Time to Talk; emotional resilience, anger management and Self-esteem.

Nurture Group provision is used to support pupils to become ready to learn. It takes place four afternoons a week by Mrs Randle and Miss Smith.

We also offer Forest Schools which enables pupils to work together in the environment to promote self-sufficiency and group work which builds self-esteem and co-operation.

If class teachers want to work in a pastoral setting with individual pupil's additional time can often be provided to enable this to happen.

We also have a school worry box where children can write down any concerns or worries – these are then picked up by Mrs Hough who deals appropriately with each 'worry' in a safe and confidential way.

How the views of pupils are listened to

- Pupils are encouraged to talk during circle time.
- Pupils are also encouraged to respond to marking by adding their own feedback to comments made
- Pupils who are shy and find it difficult to talk are provided with time with a trusted adult to enable them to find their voice. They are encouraged to talk to a member of staff they feel safe with or can use the school worry box.

- Pupils are invited to annual reviews and to termly IEP reviews to discuss progress and provision.
- We have an active school council where children are encouraged to give their views on a number of subjects.

The measures taken to prevent bullying

- Bullying can happen in any school; in St Giles we use a programme called CPOMS to record Child Protection issues and bullying. This gives us a process to monitor incidents so that we can provide appropriate counselling for both victims and those responsible for bullying incidents.
- We have peer group support for the victims of bullying to enable those pupils who find it difficult to talk to adults chance to talk with other pupils.
- We have a worry box so that pupils can write down any issues they have.
- We also meet and greet each child every morning in school this enables us to spot any reluctant pupils and extra midday supervisors who are specifically trained to deal with incidents of bullying.
- We also have very involved parents who are very good at keeping us informed about any worries their children may have.

How the school involves health, social care and other bodies in meeting needs and supporting families

We actively work with the health and social services to provide all round support and care for our pupils. We attend meetings and provide information with outside agencies to support pupils. We also seek training and guidance for children who require additional support.

We carry out work and aim to meet any advice given by other services to support pupils in a school setting. We write to other agencies usually within 24 hours of a request for information.

We support the Common Assessment Framework (CAF) to support families across a range of services and with a range of needs.

How do I make a complaint about the provision my child is receiving?

We endeavour to deliver an individualised program of provision for children within the school. However if you were to become unhappy with the provision your child was receiving the first person to speak to would be the school SENCo – Miss Davies - who will try to resolve any concerns and work with you to adapt or change provision given. If this was not resolved satisfactorily the Head Teacher,

Mr Mann, would then listen to your concerns and together with the SENCo to find an amicable resolution.



The Children and Families Act 2014 requires that all local authorities make significant changes to their special educational needs and disability (SEND) services by September 2014. Please take the time to look at the link below for details - <http://www.warwickshire.gov.uk/send>

SENDIAS

SENDIAS provide advice, information and support on matters relating to special educational needs and disabilities (SEND).

They aim to work in partnership with parents, children and young people in order to achieve positive outcomes. Provide information to help parents, children and young people to be fully involved and make informed decisions about the outcomes they wish to achieve. Ensure the views, wishes and feelings of parents, children and young people are heard and valued by all professionals. Develop positive relationships between parents, children, young people and all agencies involved, including schools, colleges, the local authority and voluntary organisations.

They can provide:

- Impartial and confidential advice by telephone or email
- Individual casework
- Help with preparing for, and supporting at meetings
- Liaison across a range of agencies
- Support for parents and young people during an Education, Health and Care (EHC) assessment
- Access to an Independent Supporter during the EHC assessment
- Support during the transfer of a Statement of SEN to an EHC Plan
- Advice on school based support for children and young people with SEND who do not have an EHC Plan in place
- Help with writing letters, reports and filling in forms
- Advice on policy and practice including the Local Offer, Personal Budgets, the law on SEN and Disability, Health and Social Care
- Support in resolving disagreements, including help with preparation for mediation and tribunals
- Advice on exclusions
- Signposting to local or national sources of advice and support

For more information about SENDIAS please click on the following link: <https://www.family-action.org.uk/what-we-do/children-families/sendias/warwickshire-parent-partnership-service/>

This report complies with the following legislation:

Section 69(2) of the Children and Families Act 2014
(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)

Regulation 51 (<http://legislation.gov.uk/uksi/2014/1530/relulation/51/made>) and schedule 1
(<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>) of the Special Educational Needs and Disability Regulations 2014

Section 6 of the 'SEN and disability code of practice: 0-25years'
(<https://www.gov.uk/government/publications/send-code-of-practice-0-25>)

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