St Giles CE Primary School

SEND Policy & Information Report

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St Giles Church of England (Voluntary Aided) Primary School

SEND Policy & Information Report

Bringing out the best in every child

Context

St Giles CE Primary School is a 140-place primary school for children aged 4 to 11. There are four classes, catering for pupils from Reception to Year 6. Classes are organised as mixed-age and mixed-ability groups across the school. At St Giles, our distinctively Christian values shape how we learn, work and behave. We are a nurturing community that inspires everyone to learn and achieve as individuals, with courage, compassion and creativity.

Our vision, **Bringing out the best in every child**, underpins all that we do. We aim to create a learning environment where uniqueness is celebrated and everyone is valued as a child of God. Through our inclusive approach, we welcome and support every pupil to flourish and achieve their potential. Positioned at the heart of our community, we strive to build strong relationships that enrich learning and broaden horizons. We aspire to develop curious learners, equipping them with the knowledge, skills and resilience they need to thrive in their future lives.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning when compared to the majority of the other pupils of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for other pupils of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

1. About this report	Reference
Welcome to our SEND Policy and Information Report, which forms part of the West Sussex Local Offer for children and young people with Special Educational Needs and/or Disabilities (SEND). Under the Children and Families Act 2014, all schools are required to publish information about the support available for pupils with SEND and how their needs are identified and met. The Inclusion Coordinator (INCO) is responsible for reviewing, updating and supporting staff in the implementation of this report on an annual basis. All teaching staff contribute to this process to ensure that the report accurately reflects the school's vision, values and inclusive practice. The governor with responsibility for SEND oversees the monitoring of the report, ensuring that it fulfils its statutory purpose and remains a meaningful working document for pupils, families, staff and governors. The report is reviewed by the full Governing Body annually, with any questions or recommendations considered as part of this process. At St Giles CE Primary School, we are committed to working in partnership with all members of our school community. We value feedback from parents, carers, pupils and professionals, and welcome any suggestions that may help us further improve our provision. In this report, we explain how we meet our responsibilities towards pupils with Special Educational Needs and Disabilities and how we support them to achieve their full potential.	SEND CoP 6.79

2. Who do I contact?	Reference
Parents and carers are welcome to contact the school office at any time to discuss admissions. We hold open mornings during the Autumn term for families of Reception-aged children, offering the chance to meet staff, see the school in action and ask questions. Similar visits can be arranged at any stage of the year for families applying for in-year places. The WSCC website provides the most up-to-date information on all school admissions. For both starting school and in-year applications, please visit: http://www.westsussex.gov.uk/admissions The Inclusion Coordinator (INCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHCP) plans. The Inclusion Coordinator also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school. Our Inclusion Coordinator (INCO) is Miss Lisa Price who works 2 days a week, Mondays and Tuesdays. If you would like to discuss any matter related to special educational needs, please contact the school office to make an appointment with Miss Price or Mrs Coulson, our Head of School. Email: office@stgilesprimary.co.uk Contact phone number: 01825 790240	CoP 6.84-6.04

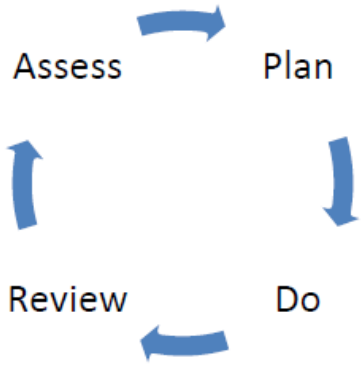
3. Which children does the school provide for?	
As a Church of England Voluntary Aided Primary School, we admit pupils aged 4 to 11 and are committed to being a fully inclusive school. We welcome children of all abilities and make provision for pupils with a wide range of Special Educational Needs and Disabilities (SEND). If you are seeking a school place for a child with an Education, Health and Care Plan (EHCP), you should contact your Assessment and Planning Officer at West Sussex County Council, who will discuss the placement process with you. For children with SEND who do not have an EHCP, applications should be made through the school's normal admissions process. These applications will be considered in the same way as those for children without SEND, in accordance with the school's admissions arrangements. We are committed to working closely with parents, carers and external agencies to ensure that all pupils receive the support they need to thrive and achieve their potential..	

4. How does the school meet the needs of children with SEN and disabilities?	
St Giles CE Primary School is an inclusive school, and we are committed to bringing out the best in every child. We want all pupils to participate fully in all aspects of school life and learning, and we value and celebrate every member of our community. We work closely with a range of West Sussex services and external agencies to support children with identified Special Educational Needs and Disabilities (SEND) and to secure positive outcomes for them. We have high aspirations for all pupils and aim to provide a learning environment that is flexible and responsive to individual needs. We strive to ensure that every child makes good progress and achieves their potential, regardless of their starting point or level of need. Reasonable adjustments are made where required to enable pupils with disabilities to overcome potential barriers and access the full curriculum and wider life of the school. Where staff identify that a child is not making expected progress, this will be discussed with parents and carers at the earliest opportunity. Together, we will consider whether additional support is required and whether placement on the SEND Register is appropriate. Pupils will only be added to the SEND Register following consultation and agreement with parents or carers.	CoP 5.1 to 6.1

We follow the Graduated Approach to SEND support which takes the form of a four-part cycle which is referred to as the 'Assess, Plan, Do and Review':

Assess: Data and information about the pupil will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents and pupil's views will be sought and inform decisions made.

Plan: If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Co-ordinator.



Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include setting relevant, academic and developmental targets that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded on an ILP (Individual Learning Plan) and a date made for reviewing progress.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Any child who is a 'Child we care for' by the local authority, will have a Personal Education Plan (PEP) and a Health plan if necessary, in addition to the Individual Learning Plan. We will co-ordinate these plans with the school SEND ILPs and will involve parents and carers as well as the child's Network or social worker, in discussions.

SEND CoP
5.40-5.49
& 6.44-6.56

5. How does the school identify children's special educational needs?	**Reference**
We aim to identify children's special educational needs (SEND) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.	SEND CoP 6.14-18
Children may have one or more broad areas of special educational need such as: • **Communication and Interaction** – including speech and language difficulties and autism • **Cognition and Learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. • **Social, Emotional and Mental Health Difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety. • **Sensory and/or Physical Needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.	CoP 6.28-6.35
We assess each pupil's skills and development at the start of their school life. We continually assess each child's progress as they move through the school. If a child is making less than expected progress, or we have any concerns (behavioural or educational), we will consider whether they have special educational needs. The Inclusion Co-ordinator will contact the parent and arrange a meeting with the class teacher to discuss what support we can put in place.	
Other ways we know when pupils need support are: • Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.	

• Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills. • Observation of the pupil indicates that they may have additional needs. • A pupil asks for help. **What should a parent do if he/she thinks their child may have special educational needs?** • If parents have concerns relating to their child's learning, then please initially discuss these with your child's class teacher. This then may result in a referral to the school's Inclusion Co-ordinator. • Parents may also contact the Inclusion Co-ordinator, Head of School or Executive Headteacher directly if they feel this is more appropriate. • All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.	

6. How does the school teach and support children with SEND?	**Reference**
At St Giles CE Primary School, all class teachers deliver high quality teaching to all pupils. Teachers plan using pupils' achievement levels as a starting point and differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Inclusion Co-ordinator and/or external specialists. The range of adaptation includes: • Class based small group support from the class teacher, teaching assistant and in specific cases, the INCO. • Individual or small group interventions out of class from teaching assistant or teacher. • Differentiated resources, e.g. alternative methods of recording e.g. writing frames. • In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as technology and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents. • All of these strategies will be noted on the child's Individual Learning Plan, clearly time bonded and reviewed regularly. Monitoring progress is an integral part of teaching and learning within St Giles Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. A baseline will also be recorded, which can be used to compare the impact of the provision. Children, parents/carers and their teaching and support staff will be directly involved in the reviewing process. This review can be built in to the intervention itself, or it can be part of the formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education, Health and Care Plan (EHC Plan,) the same termly review conversations take place, but the plan will be formally reviewed annually. Progress data for all learners is collated using whole school systems and analysed by Teachers, Senior Leaders and Governors. The Inclusion Co-ordinator will provide training via staff meetings and INSET to ensure all staff have up to date training on SEN matters. The Head of School leads on staff appraisals to ensure high quality, inclusive teaching.	SEND CoP 6.35 – 6.40 CoP 6.64-7.1

Intervention group programs of support may include: Zones of Regulation; Little Wandle Daily and Rapid Catch up Groups; Little Wandle – Foundations in Phonics; Jump Ahead; Hairy Reading; Nessy; Success at Arithmetic; SNAP Maths; Fluency Bee; Mastering Number, Reading comprehension groups; spelling interventions; Speech and Language groups and handwriting interventions. These are just a sample of interventions previously used with groups and individuals at St Giles. **Individual programs** of support might include: speech and language; occupational therapy; dyslexia support; circle of friends; comic strip and social stories.	

7. How will the curriculum and learning environment be matched to the child's needs?	
All pupils at St Giles CE Primary School have access to a broad and balanced curriculum. We set high expectations for all our pupils. The National Curriculum is the starting point for planning a school curriculum which meets the specific needs of all pupils, this is modified by teachers to provide effective learning for all. We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'adaptation'. Teachers use the ***West Sussex Ordinarily Available Inclusive Practice*** guide when planning additional provision for pupils with SEND. We will look at the child's level of achievement and see what additional support they need to ensure they reach their full potential. Pupil's progress is reviewed regularly and we talk with children and parents as part of this process (see 'assess, plan, do, review'). Each term a topic web explaining learning and curriculum coverage is sent home via Parent mail.	6.12 CoP

8. How are parents and carers involved in reviewing children's progress and planning support?	**Reference**
Across the academic year, SEND pupils have a minimum of 3 reviews. Parents and pupils are involved in this process. The aim of the meeting is to decide if the child has achieved the targets set on their provision map and to plan next steps. A child with an EHCP will also have an Annual Review which will take happen in place of one of 3 reviews across the year. If a child is no longer a cause for concern and has made sufficient progress they may be exited from the SEND provision. They will continue to be monitored in line with school procedures. Meetings are recorded and records shared with parents/carers. If progress rates are still judged to be of concern, despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained. For a very small percentage of pupils whose needs are significant and complex, the SEND provision required to meet their needs cannot reasonably be provided from within the school's own resources. A request will be made to the local authority to conduct an assessment of education, health care needs, (ECHNA). This may result in an Education, Health and Care Plan (EHCP) being provided.	CoP 6.64-6.71

9. How are children involved in reviewing their progress and planning support?	
At St Giles CE Primary School, we ensure there are opportunities for pupils to be involved and consulted as part of their learning. Pupils views are sought through questionnaires and discussion in Key stage 2 and though discussions for younger pupils. Teachers use pupil self-assessment methods in lessons, for older children these might be written alongside their work, but younger children's might be a gesture to denote their confidence levels after a lesson. Additional opportunities for talking to children about their learning are as follows:	CoP 6.64 to 6.71

	Who's involved?	**How often?**
Self-assessment	*Pupil, class teacher*	*Daily*
Class discussions linked to assembly themes in school or class issues	*Pupil, class teacher*	*Weekly, or more often if necessary*
Worry Box/ Suggestions box	*Pupil, class teacher*	*Ad hoc as necessary*
School Council	*Class, class teacher*	*Fortnightly*
Pupil Questionnaires	*Pupil, INCo, class teacher*	*At least once a year*
SEN support review meetings	*Pupil, parents, class teacher and Inclusion Co-ordinator if necessary*	*At least twice a year*
Annual reviews (EHCPs only)	*Pupil, parents, INCO, class teacher, support services, local authority.*	*Annually*

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?	**Reference**
A number of strategies are in place to enable effective transition for pupils. These include: **On entry:** • Parent/carers arrange a meeting with the school, this is a chance for parents to share information about their child, and for the school to discuss how best to support their child. • A planned induction programme is delivered in the summer term to support transfer for pupils starting Reception in September. • St Giles staff make visits to pre-school settings to meet pupils and staff • Additional transition visits if necessary for pupils with SEND or complex needs. • The Inclusion Co-ordinator meets with all new parents of pupils known to have SEND needs to allow concerns to be raised and solutions to any perceived challenges to be discussed prior to entry. • Photographs of new setting, cloakroom, toilets and staff are sent to new pupils prior to starting in our setting. • If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. **Primary to Secondary:** • The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are **further**	CoP 6.57 and 5.47

enhanced for pupils with SEND.

- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the Inclusion Co-ordinator from both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- 'Pen-profile' is written by class teacher highlighting the main and important information about child's needs. This is then shared electronically with all new teachers.

11. What training do school staff have?

At St Giles CE Primary School, we have a wide range of training available. All staff are committed to continuing their professional development. The INCO attends the annual SEND conference organised by West Sussex and the locality school network group. The following are examples of recent training accessed by staff:

- Positive behaviour management – all staff
- ASC training – all teaching staff
- Working Memory – all teaching staff
- Positive Handling Training – two members of staff
- Diabetes training – three members of staff
- First Aid – all support staff have general first aid training
- Paediatric First Aid – All teaching staff and TA's
- Epi-pen training – all staff (annually as necessary)
- SMART Targets – all teachers
- Behaviour INSET – all staff
- Adaptive Curriculum – all teachers
- Using the 'Ordinary, Available, Inclusive Practice' in SEND provision.

12. How does the school measure how well it teaches and supports children with SEN?

Pupil progress meetings are held 4 times each academic year where the progress and attainment of all pupils is discussed. The INCO also regularly reviews the progress of individual pupils and recommends adaptions on an on-going basis. Due to the small-size of our school, there is also on-going, open dialogue between class teachers, support staff and the leadership team which contributes to the evaluating and monitoring of provision. In addition, regular monitoring of teaching and learning endeavours to ensure that no pupil under achieves. Collectively, this helps school staff to develop the use of interventions that are effective and to remove those less so.

Questionnaires for parents and carers are also used annually. Staff and governors consider the responses and take actions accordingly. Results of changes are reported back to parents via letters or at a parent's forum e.g. coffee morning. We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website: https://parentview.ofsted.gov.uk/

13. How accessible is the school and how does the school arrange equipment or facilities children need?

Reference
Section 69 Children and

How accessible is the school environment?

Whilst the old school building is not ideal for disabled access, we endeavour to ensure that no child is disadvantaged by this and we will make reasonable adjustments to support. The

following provision is in place: • a designated accessible parking bay close to the front door; and • one toilet has been adapted to ensure accessibility for visitors with a disability. Our Equality Action Plan, which can be found on the school website, describes the actions the school has taken (or plans to take) should increase access to the environment and the curriculum be necessary. Any future building work or development of the site will ensure accessibility is planned for. **Pupils with medical needs (Statutory duty under the Children and Families Act)** • Pupils with complex medical needs will be provided with a detailed **Health Care Plan,** compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. • Staff who volunteer to administer and supervise medications, will complete formal training. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within '*Supporting pupils at school with medical conditions*' (DfE) 2015	Families Act 2014 CoP 6.11

14. How are children included in activities with other children, including school trips?	
Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN and are encouraged to participate fully in the life of the school and in any wider community activity. Where necessary an additional risk assessment will be completed to form the basis for planning to ensure all pupils have access to educational trips and visits. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity. For more information, please see Equalities Action Plan and Learning Outside the Classroom Policy.	SEND CoP 6.8-6.10

15. What support is there for children's overall well-being and their emotional, mental and social development?	
Centred around the school vision, 'Bringing Out the Best in Every Child', and our Christian values of Nurture, Inspire, Respect, Achieve, it is a primary aim that every member of the school community feels valued, respected and treated fairly. The school offers a wide variety of pastoral support for pupils. These include: • The Christian ethos of the school supports pupils well-being and personal development, this has close links to our Collective Worship themes. • As a school we take part in a range of charity and national events to broaden pupils education (Anti-bullying weeks, E-safety day, kindness weeks, Lent, Red Nose day and Children in Need. • A Personal, Social, Health and Citizenship Education (PSHCE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. • Pupil and Parent have opportunities to comment through questionnaires, meetings or informal discussions, responses considered by the Headteacher and Governors. • Small group interventions to support pupil's well-being are delivered to targeted pupils and groups. • Pupils who are experiencing difficulties at playtime or with friendships may have the opportunity to attend a group (to develop social skills), or have alternative opportunities within the school e.g. Lego club some lunchtimes.	

• St Giles School has an effective behaviour policy that rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. Our policy is designed to promote good behaviour, rather than merely deter poor behaviour. We work closely with parents to resolve any issues and are particularly aware the vulnerability of some SEND pupils. • St Giles teaches all children about how to develop strategies of Emotional Regulation and can run 'Helping Hands with Feelings' groups to support pupils to manage these feelings. For more information, please see our Behaviour, Anti-Bullying and Safeguarding and Child Protection Policies.	

16. What specialist services does the school use to support children and their families?	**Reference**
As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other agencies and services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. Examples of the agencies we might refer to include: • Special Educational Needs Support Service • Social Communication and Learning and Behaviour Advisory Teams (CARM) • Speech and Language Therapy (SALT) • Child Development Centre (paediatrician assessment) • Occupational Therapy • Sensory Support • Designated Schools Team • Educational Psychologist Service • Pupil Entitlement Investigation Advice Service • Physical and Disability Support Service • Integrated Prevention and early Help • Social Services • School Nursing Team • Child & Adolescent Mental Health Service (CAMHS) In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families. Teaching Assistant support is utilised for pupils with a higher level of SEND need. As a West Sussex school we follow advice and support from all agencies listed above. In addition, St Giles uses the Progression Language Toolkit screening tool, prior to a referral to Speech and Language Therapy Service (SALT) and run interventions such as 'Jump Ahead', a program written by an Occupational Therapist and a Physiotherapist to support children in school with physical needs. Information on where the Local Authority's Local Offer can be found here https://westsussex.local-offer.org/	

17. Where can I get information, advice and support?	
Support services for parents of pupils with SEND include: • West Sussex information about SEND: https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/support-for-children-over-5-with-send/ • Information on EHCP's: http://www.rvhub.org.uk/WestSussexEHCNeedsAssessment.pdf • SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. SENDIAS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process: https://westsussexsendias.org/ • Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: www.gov.uk/special-educational-needs-disability-tribunal/overview • Special educational needs and disability code of practice: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf Our Inclusion Coordinator (INCO) is Miss Lisa Price who works 2 days a week, Mondays and Tuesdays. If you would like to discuss any matter related to special educational needs, please contact the school office to make an appointment with Miss Price or Mrs Coulson, our Head of School. Email: office@stgilesprimary.co.uk Contact phone number: 01825 790240	

18. What do I do if I am not happy or if I want to complain?	
Should a parent or carer feel dissatisfied with any aspect of their child's SEND provision we would encourage them to discuss this with the Inclusion Coordinator or Head of School in the first instance. If the issue cannot be resolved in this manner, we have a complaints policy on our website. Further advice can be found in the SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	CoP chapter 11

19. Implementation, Monitoring and Review	
All staff, governors, parents, carers and members of the St Giles CE Primary School community will be made aware of and have access to this policy. This policy will be reviewed annually by the INCO as part of the governors' cycle of policy review, or in response to additional guidance from the Department for Education. Its implementation will be monitored as part of the Leadership Team's termly report to governors.	CoP chapter 11