

## St Giles CE Academy

### Special Educational Needs and Disabilities (SEND) information Report 2014

#### Introduction

All Wakefield (LA) maintained schools and Academies have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

#### What is the Local Offer?

##### The LA Local Offer

The *Children and Families Bill* will become law in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

##### The School SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.



ST Giles local offer  
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St Giles CE Academy is a Christian school, we are a welcoming, inclusive school with a strong sense of Christian values and community.

We aim to value every person who is part of our community by respecting and nurturing their uniqueness, responding to their diverse needs, and by doing all we can to enable them to reach their full potential.

#### At St Giles children are identified as having SEND through a variety of ways including the following:-

- Child performing below age expected levels

- Concerns raised by parent(s), carer(s) or guardian(s)
- Concerns raised by teachers for example behaviour or low self-esteem is affecting a child's performance
- Liaison with external agencies e.g. physician, speech & language service
- Health diagnosis through paediatrician
- Liaison with previous school/setting

#### **How will I raise concerns if I need to?**

- Talk to us – firstly contact your child's class teacher, Learning Mentor Manager (Mrs C Brown) or the SENCo or Head Teacher ( Mrs M Gibbons)
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

#### **How will school support my child? Who will oversee, plan, work with my child and how often?**

- Our SENCo oversees all support and progress of any child requiring additional support across the school. The SENCo (Special Educational Needs Co-ordinator) for our school is **Ms R Windood (KS1)**. The SENCo is the person responsible for co-ordinating the day to day provision of education for pupils with special educational needs and/or disabilities at the school. The SENCo works closely with the Head Teacher and is part of the Senior Leadership Team (SLT).
- Class teachers will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if required or specified within a child's Statement of SEND.

#### **How is the decision made about what type and how much support my child will receive?**

- There are many reasons as to why a child may need additional support in the school setting. Through careful monitoring and observations we shall record any areas of need and address them as effectively as we can in school. With your consultation and agreement, your child will be given an IEP (Individual Education Plan). This is a way to make and set targets for your child to aim towards. If these targets are continually not being met or your child's progress continues to slow the school may decide that an external agency may be consulted to give guidance and support for further intervention.
- If the support and guidance from external agencies has little impact over a period of time, it may be decided to consult other agencies or to apply for a SEND Statement. However, to apply for a statement, there must be records of interventions tried and agencies consulted.
- The SENCo will then take all of the evidence and write a formal application for statement for the child. This will be done with agreement of the parents or carers.
- Each statement application is reviewed and a decision will be made. Unfortunately not all statement requests are accepted and we will only apply for Statement should we feel we have tried all possible interventions and techniques with no impact.

#### **Who will explain this to me?**

- The class teacher will meet with parents at least on a termly basis to discuss personal targets and IEPs (this could be as part of Parents' Evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.

#### **How are the school's resources allocated and matched to the children's needs?**

- If your child has a Statement of SEND, then their needs and resources will be covered by the funding which a Statement provides.
- If your child is on the SEND register but does not have a Statement, there is a small budget for SEND provisions, however this is for all children on the register across the whole school and so guidance from external agencies may be sought before making purchases for specific equipment.
- The children's needs are monitored and assessed in a variety of ways. Observations and reports of any learning barriers are logged and any resources or provisions which are available are then used to support the child's learning. Resources and learning materials are sometimes loaned to the school by external agencies to trial before purchasing. If it is recommended for your child to use specialised equipment, the SENCo will be informed who will then gather any resources available in school. Small items may be purchased from the SEND budget, however this will need to be agreed by the teacher and the SENCo.

#### **How are the Governors involved and what are their responsibilities?**

- The Governor with responsibility for SEND is **Anne Webb** who meets with the SENCo on a regular basis to review provisions available and the progress made.
- The SENCo will collate information and also report to the Governors to keep all informed.

#### **How will the school support my child in making transitions to new classes/schools/high school?**

- The school works with the teachers and the support staff to ensure that children's transition to new classes and to new schools are as supportive as possible. In Year 6, the children are visited by staff from the secondary schools and they are also invited to take part in transition days to introduce them to their new schools. Additional visits can be arranged for SEND children.
- Additional transition sessions can be organised to help your child to get to know their new teacher and a transition booklet is sometimes made for children to take home over the Summer holidays to be able to familiarise themselves with the new routines and classroom setting.

#### **How are the teachers in school helped to work with children who have an SEND and what training do they have?**

- The school offers training to all staff who work with SEND children. We try and cater for all of the training needs of all staff and work together in training sessions to keep up to date with the most relevant and recent practices.
- Individual teachers and support staff are supported by attending professional development sessions led by external agency professionals e.g. Autistic Spectrum Disorder (ASD), visual impairments, dyslexia and attachment issues. They are also guided and supported by external agencies at implement new strategies and intervention methods.

### **How will the curriculum be matched to the needs of my child?**

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs.
- Lessons at St Giles are taught using differentiated learning and outcomes. Children are sometimes grouped with others of similar ability and support is shared equally across all abilities.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- Staff can adapt the planning in response to the needs of your child where necessary, this may be to revise misconceptions or to consolidate learning from previous sessions.
- Specific resources and strategies, identified in your child's IEP, will be used to support your child individually and in groups.
- Children's success in a lesson shall be reviewed and if required, key concepts will be revisited and revised.

### **How will I know how well my child is doing and how will you help me support my child's learning? What opportunities will there be for me to discuss my child's progress?**

- You are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and liaise regularly, especially if your child has complex needs.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual / group targets. These are discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) and it is expected that they will be met by the time they are reviewed.

### **What specialist services and expertise are available at or accessed by the setting/school/college?**

#### **Who can I contact for further information?**

- Visit the school website for further information about the school and the procedures and policies.
- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Ms Rebecca Winwood (SENCo) or Mrs Christine Brown (Learning Mentor Manager)
- Look at the SEND policy on our website

#### **Who should I contact if I am considering my child joining the school?**

- Contact the school Admin office to arrange to meet the Head Teacher Mrs Gibbons or Deputy Head Teacher Mrs Johnson, both of whom will discuss how the school could meet your child's needs.

### **Who can I contact for additional support?**

Wakefield Parent Partnership - Information for parents/carers on SEND policies, procedures and provision.

Telephone number: 0800 587 8042.

### **Questions from pupils**

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#### **How does the school know if I need extra help?**

- Your class teacher and the SENCo will check your work and will make observations on how you are working in class in lessons. They will then discuss with you and your parents any problems you may be having and will try and make your work more accessible; this may be through additional help like number squares or word banks. We shall then check to see if this is working and if it isn't shall try other ideas.

#### **What should I do if I think I need extra help?**

- It is really important that you speak to an adult about any problems or worries you have. If you think you need help in lessons you should ask your teacher or the support assistant. If you are worried about doing this in class you could speak to your parents or carers who will speak to your teacher.

#### **How will my work be organised to meet my needs?**

- There are many different ways in which your work could be adapted to support you. It could be enlarged, the words made easier to read, the amount of work required be lowered, your target amount changed. You may be asked to work with a partner to support your understanding or you may work with children who work in the same way.

#### **How will I be involved in the planning of my needs and will this be explained to me?**

- As part of lesson plans, children who need different resources or work are highlighted so all teachers are aware to change the work or the way they teach. You will be asked what things could change to help you and you will be able to give your ideas and suggestions to the class teacher and to the SENCo.
- Your IEP will have clear targets and these will be reviewed each term. If your parents agree you shall also be invited to attend the meeting to discuss the progress made.

#### **Who will tell me what I can do to be more independent?**

- Sometimes your class teacher or the support assistant will give you work you can complete independently and check you are working well. There may be times when you are asked to complete more challenging work but you may then have access to more resources, talk partners, group work or work with an adult.

- You will also be able to use the 'Steps to Success' to help support you with your independent work.

### **What should I do if I am worried about something?**

- It is really important that you enjoy coming to school and that you understand that every member of staff is here to help you.

If you cannot speak to your teacher or your support assistant it is really important you tell your parents or carers how you feel. Mrs Brown and Miss Lambeth are also available to speak to about your worries or your problems.

- There is also a worry box in your classroom where you can write down any worries you have and these are discussed once a week during Circle Time.

### **How will I know if I am doing as well as I should?**

- Your teacher will discuss with you how you are doing on a regular basis.
- If you have an IEP, if your parents agree, you will be invited to a meeting each term to discuss your progress and the targets you have met.
- If the changes have not worked, this is the time to discuss new changes and interventions to try.

### **How can I get help if I am worried about things other than school?**

- There are many different people who you can talk to about your worries. Every adult in school will listen to your problems and will help you. The adults in school may pass the information on to other adults and they are not allowed to keep secrets but all they will want to do is help you.
- If you need medicine, your parents and staff members may sign a form and may give you that in school time. If not, the office staff could also do this.
- If you are worried about behaviour in school, our Learning Mentors, Mrs Brown and Miss Lambeth are available to discuss worries and concerns and help out if you are angry or upset.

### **Are there staff in school who are trained to help me?**

- The staff in the school have regular training in a variety of areas to help support all the children in the school.
- We have teachers who have specialised skills and they can help you at school to make lessons more accessible.
- There are members of staff who are trained to help angry children and children who are poorly or have specific medical needs.

### **Do the staff get help from other people?**

- There are many different people who may come to school and work with different children for different reasons. These include:

Speech and Language support

Visual Impairment Team

Audiology

CFIT – Child and Families Interaction Team

CAMHS – Child and Adult Mental Health Service

Educational Psychologist

**Below named staff are all involved in SEND:**

Mrs M Gibbons - Head teacher

Mrs S Johnson- Deputy Head

Ms R Winwood - SENCo (Special Educational Needs Co-ordinator) From January 2015\*

Mrs C Brown - Learning Mentor Manager (In charge of attendance)

Miss L Lambeth - Learning Mentor

Please click on the following link for more information

<http://wakefield.mylocaloffer.org>