



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 class teacher, the SENCo (Assistant Head teacher) -Andrea Chappell or the Family Support Worker Laura Smith.



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 social, emotional, mental health needs impacting on their ability to self-regulate. 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 SENCo plans and oversees provision together with the Head Teacher, other senior leaders and teaching staff. Giles has an Inclusion governor who liaises with the SENCo 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 and SEND Deep Dive meetings between SENCO and teachers 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**, reasonable adjustments 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:** Termly SEN Review (Incorporating and instead of Autumn and Spring Term Parents evening). 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.
- **SENCo Andrea Chappell:** Termly **SEN** Review with an appropriate member of staff (SENCo /Senior Leader) along with class teacher or TA for children with an EHCP or for whom an EHC Needs assessment has been or is likely to be requested
- Meetings with SENCo.
- **Family Support Worker** -Parents can meet with the Family Support Worker for support with any need that impacts the family at home and/or at school for advice and intervention as necessary.

She can signpost to meet additional needs such as foodbank referrals.

- **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 at SEN Reviews and open mornings/afternoons.
- Opportunity for your child to evaluate provisions that they have had in discussion/questionnaire.

Provision is evaluated at least termly in SEND Deep Dive meetings, SEN Reviews and in Senior Leadership Team and governor reviews of progress and attainment data and information.



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.

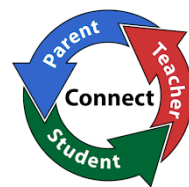
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

During [SEN](#) Reviews, the SENCo, Class teacher, parents and pupils 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 the next [SEN](#) Review.

See the Giles Provision Map to see each stage of the graduated response we make at Giles and reasonable adjustments provisions and interventions

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
- **Personal Social and Health Education (PSHE)** Programme in all classes
- 'The Den' -supported by pastoral staff children can access this pastoral room for a variety of pastoral support including:
 - Protective Behaviours sessions
 - Brick Therapy
 - Drawing and Talking
 - Social Skills/PE support
 - Friendship Skills
 - Bespoke 1:1 sessions on areas of need including anxiety, social issues, anger management
 - 1:1 check-ins SEMH/Zones of Regulation
 - Timeout of class in a smaller environment for redirection
 - Use of relaxation/mindfulness approaches
- Modified learning SEND provision classes: 'Scotland Class' Y3/4 /'New Zealand Class' Year 5/6-small class environment 9-12 children/3/4staff -learning including modified /individualised English/maths/real-life learning/life skills/intervention /emotional regulation/social skills
- Sensory Room
- Sensory Garden
- Family Support worker -1:1 /Group Sessions
- Counsellor- Safe Space counselling service - external support
- Lighthouse Leaders
- A broad range of sports activities/choir etc 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.



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, SENCo (Assistant Headteacher) and teaching staff in collaboration with parents and children may decide to refer to one or more of the following agencies.

Services within Giles

- **Mental Health Support Team** - As part of the NHS Trailblazer programme for Mental health we have a Mental Health Support Worker who is in school for one day each week and provides the following support for children and families
 - Small group support sessions with a focus eg anxiety/Self
 - 1:1 support for parents following referral and triage around specific needs
 - Parent support and training
 - large group/class sessions/workshops
 - staff training.
- Safe Space Counsellor/Art Therapy
- Nessie Counsellor

Services accessed by Giles

- Educational Psychologist
- Speech and Language Therapist
- SENDSAS: SEND Specialist Support and Advice Services: SLCA - Speech, Language, Communication and Autism /PNI -Physical and neurological impairment team/VI-Visual Impairment
- Medical Services: School Nurse, Paediatrician, Physiotherapist, Occupational Therapist
- CAMHs -Child and Adolescent mental health service
- PALMs
- Step 2
- Thriving Families
- ADD-Vance
- Carers in Herts -Young Carers

- Families In Focus
- Greenside/Woolgrove Outreach support (Learning)
- Tier 2 Behaviour Support (SEMH Behaviour)
- Tier 3 Larwood Outreach Support (SEMH Behaviour)
- Tier 4 Willow Centre Support (SEMH Behaviour)

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
- Specific Learning Difficulties: Dyslexia
- Therapeutic approach to behaviour management -Step On
- Social and emotional needs
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The SENCo 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 SENCo 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?

Workshops to train parents in supporting children are arranged around specific subjects areas eg reading to fit with school development priorities

The SENCo has an open door policy to discuss individual needs and advise on support and resources that can be provided at home. This will also be discussed in termly SEN Reviews



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 and the class teacher. The SENCo will oversee these meetings and attend some of them as well as other staff 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 SENCo is also available on these evenings. (If a child has a SEN Review they do replace these parent /teacher interviews)

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

The SENCo (Assistant Headteacher)- Andrea Chappell is available from Monday- Thursday . Andrea 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 SENCo 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. See Accessibility Plan available on School Website for more detail

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?

Assistant Head teacher and SENCo: Andrea Chappell



achappell@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 would be the Class teacher in the first instance and then the SENCo, Family Support Worker or Headteacher

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 2/3 and 6/7 transition sessions for selected pupils organised by the local DSPL Education Support Centre/and Mental Health Support Team
- 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 and put in a class leaflet for some children and put together for children to look at and become familiar with, during the summer holidays. These are given

to all transitioning Year 2-3 children

- Some children may have a pen portrait or equivalent 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 pen portraits 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 has an EHCP --funding summary will be completed-to assess the level of funding that is needed to support school with the implementation of the provision on the EHCP. This is a 5 tier system - universal to specialist + where Universal and Universal + provides no additional funding and Targeted /Targeted plus/ specialist and specialist +provide increasing levels of high needs funding. This will be discussed and agreed when an EHCP is put in place. If a child has a very high level of need but does not have an EHCP - High Needs funding can be requested and considered at a local DSPL High Needs Panel.



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 head teacher, SENCo and class teacher will decide the amount of support depending on level of need.

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