

 <p>Diocese of Guildford</p>  	
	<b>Academic year 2023/2024</b>	
	<b>Questions</b>	<b>School Response</b>
<b>1</b>	<b>What kinds of special educational needs are provided for at St Giles'?</b>	<p>St Giles' is a mainstream, inclusive school for children aged 4-7 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Speech, Language and Communication needs</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Difficulties</li> <li>• Children on the Autistic Spectrum</li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p>



2	<b>What are St Giles' policies for identifying children with SEND and assessing their needs?</b>	<p>Class teachers continually track the progress of all children in their class. They have daily discussions with classroom support staff to ensure every child is meeting their potential as well as monitoring written work and regularly observing children during their learning. Class teachers and teaching assistants can discuss any concerns they have as and when needed with the SENCO, and all teachers have half-termly Pupil Progress meetings with the Headteacher, to discuss the progress of all children and identify any children that may benefit from additional support.</p> <p>The SENCo ensures that any child joining St Giles from a previous school or pre-school setting has up to date records received from that setting so that any particular needs are identified and additional support is in place.</p>
3	<b>How do we consult with the parents of children with SEND and involve them in their child's education?</b>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations and operate an open door policy. All parents are encouraged to attend their child's "Meet the Teacher" session at the beginning of the academic year where the curriculum and expectations are set out for the year ahead.</p>



Parents are also invited to curriculum/learning events to help families understand what learning is expected for their child's year group and how they can best support their children.

Parents' evenings are held during the Autumn and Spring terms to discuss each child's progress and every child receives a written report annually summarising their achievements during the year and highlighting next steps in their learning. Staff will arrange additional opportunities to meet with parents individually should more regular contact be required.

Children who are identified with additional needs have a 'one page profile' which clearly sets out the child's needs and appropriate provision, resources and strategies to support them. They also have targets and next steps which are set out in their Individual Education Plans (IEPs). These are reviewed and updated termly.

Where outside agency input is sought, parents will be able to meet with the specialist teaching team to discuss their child's provision. If a child has been assessed by an outside agency, parents will receive a copy of their report.

Where Education and Health Care Plan applications are made, parents are kept fully informed regarding the process and are actively encouraged to give their views and wishes.

Parent volunteers are welcomed into school to support with children's learning. Our Governing Body includes elected Parent Governor representatives.



		St Giles' also has an active PTA which organises social and fundraising events throughout the year. Different ideas for fundraising are welcomed.
<b>4</b>	<b>How do we consult with children with SEND and involve them in their education?</b>	<p>As part of classroom practice all children are aware of what they are doing well and how they can improve their work and reach the next steps in their learning. Our whole school marking policy highlights strengths in a piece of work (tickled pink) and how to progress (green for growing). We always start our lessons with 'We are learning to....' so that children are clear about the knowledge they are learning in each lesson. We ensure that children with SEND understand what is being learnt by reinforcing that 'we are learning to....' statement. Children with SEND are encouraged to talk about their learning and are given opportunities to speak to the SENCo and SEND governor about how they feel about their learning, where appropriate. All pupil voice conferences will include pupils with SEND.</p> <p>Celebratory profiles and Individual Education Plans are discussed with the child (where appropriate) so that they are aware of their targets and next steps.</p>
<b>5</b>	<b>What are St Giles' arrangements for assessing and reviewing children's progress</b>	All parents are encouraged to attend their child's Meet the Teacher session at the beginning of the academic year where the curriculum and expectations are set out for the year ahead. Each class teacher then produces a '60 Second Curriculum' every term as well as curriculum overviews for the year, which is published on our website. We also



	<p><b>towards outcomes and how does the school include opportunities for parents and children to be part of this?</b></p>	<p>host a number of curriculum/learning events throughout the year to help families understand what learning is expected and how they can best support their children. Staff will arrange additional opportunities to meet with parents individually should more regular contact be required.</p> <p>Parents' evenings are held during the autumn and spring terms to discuss each child's progress and suggestions will be made as to how activities at home can contribute to this progress. Each child receives an annual written report, summarising their achievements during the year and highlighting next steps in their learning.</p> <p>If a child has been assessed by an outside agency, parents will receive a copy of their report.</p>
6	<p><b>How does St Giles' make arrangements to support children in moving between phases of education?</b></p>	<p>Reception class teachers visit children and their parents/carers in their homes prior to starting at St Giles. Reception class teachers (plus sometimes the Headteacher) also visit feeder nurseries and pre-schools during the summer term to see the children in their previous settings.</p> <p>All children and their parents are invited to attend several story time sessions and an open morning in school before starting and individual starting times are carefully planned to ensure a calm and happy welcome to the reception year.</p> <p>We have good relationships with our feeder schools and have meetings where pupils with particular needs are discussed individually to aid transition into Year 3. All</p>



		electronic and written records are handed on to the new school prior to the children moving so that they can be fully informed and prepared.
7	<b>What is St Giles' approach to teaching children with SEND?</b>	<p>All children are entitled to 'Quality First Teaching' (QFT). All teachers are skilled professionals, who adapt their teaching styles, resources and strategies to meet the needs of different children. We have a large number of specific resources to support children with additional needs such as wobble cushions; 'easy grip' pencils; a variety of pencil grips and coloured overlays. Children with SEND will receive additional support in class from the class teacher or teaching assistant. This may include breaking down instructions, scaffolding learning, modelling or the use of visuals to show routines and instructions. Staff receive regular training on specific difficulties such as Dyslexia, ASD, ADHD and Sensory Processing Difficulties. Through monitoring, observations and assessment, it is decided whether a child needs short term intervention or more long term support. Class teachers and the SENCo plan interventions based on the needs of the children and will then oversee the implementation of these programmes. The interventions may be class teacher or teaching assistant led and will be bespoke according to pupil needs. The impact of all interventions is monitored through regular meetings and tracking of pupil progress. If an intervention does not result in good progress alternatives will be explored through discussion with the SENCo and outside agencies, for example Speech &amp; Language Therapists. We offer a 'WAVE' approach to our provision and the detail of this can also be found on our website under 'Inclusion'.</p>



8	<b>What adaptations are made to the curriculum and the learning environment of children with SEND?</b>	<p>All teachers are clear on the expectations of <i>Quality First Wave 1</i> provision. This ensures the effective inclusion of all pupils in high-quality everyday personalised teaching. Plans for children's learning are based on the class teacher's full knowledge and awareness of the needs of individual children and approaches and resources are differentiated in a way that supports access to the curriculum. Outside specialists may be consulted for advice or support if necessary to ensure good progress.</p> <p>We have an Accessibility Plan and consider our environment to be fully accessible. The school is a single storey building with easy access. We review our resources and environment regularly. The requirements of the Equality Act 2010 are in place and monitored.</p> <p>We monitor the languages spoken by children in our school and can draw on the expertise of outside agencies to support families for whom English is an additional language.</p>
9	<b>What expertise and training do St Giles' staff have to support children with SEND and how is specialist expertise secured?</b>	<p>All teachers hold qualified teacher status and are all teachers of special educational needs. We continually aim to keep up to date with current training in areas of need. Staff regularly attend training and update their skills and knowledge. Recent examples of courses attended include the ELKLAN (speech &amp; language support) programme, Dyslexia, and Attachment Awareness session during one of our INSET days. We utilise</p>



		<p>the skillset of our experienced staff and to this end, staff may lead training on SEND as deemed appropriate.</p> <p>We have established relationships with outside agencies including Surrey specialist teaching teams, Educational Psychology Services and health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training.</p>
<b>10</b>	<b>How does St Giles' evaluate the effectiveness of the provision for children with SEND?</b>	<p>We receive funding within the school's allocated budget for all children including those with Special Educational Needs and Disabilities and their needs are met from this, including any specialist equipment they may need. Our finances are monitored regularly and we utilise resources to support the strategic aims of our school, as well as individual learner needs. We seek to ensure a value for money service.</p> <p>Through our termly Pupil Progress meetings with the Headteacher, the progress of all children is tracked and staff identify any children that may benefit from additional support. The impact of this support will then be evaluated during future Pupil Progress meetings.</p>
<b>11</b>	<b>How are children with SEND enabled to engage</b>	<p>All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of</p>





	<b>in activities available with children in the school who do not have SEND?</b>	safety and access, further thought and consideration is put in place to ensure needs are met for all children. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.
<b>12</b>	<b>What support does the school provide for improving emotional and social development?</b>	<p>St Giles' is a small school and all our staff know and care about all the children and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence.</p> <p>Our carefully planned induction process ensures that through home visits, meetings with feeder pre-school settings and conversations with parents, we can anticipate the medical, social and emotional needs of all children.</p> <p>We use the 'Jigsaw' Personal, Social and Health Education programme and there is a link to this on our website. This is an age appropriate approach to PSHE and all classes complete the Jigsaw 'puzzles' over each half term.</p> <p>We use the 'Thrive' approach to support children's emotional needs. We have two Thrive trained practitioners working in our school and we have a designated 'Thrive' room with a wide range of sensory and other resources.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We ensure that we shine a light on a behaviour, rather</p>



		<p>than the child themselves. For children who may have complex social and emotional needs, a behaviour support plan may be put in place in agreement with parents and professionals.</p> <p>We also have a Home School Link Worker who works with children and their families and signposts as necessary.</p>
13	<p><b>How does St Giles' involve outside agencies in meeting children's SEND and supporting their families?</b></p>	<p>We have established relationships with outside agencies including Surrey specialist teaching teams (Learning and Language and Behaviour Support), Educational Psychology Services and health and speech and language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>



14	<b>What are the school's arrangements for handling complaints from parents of children with SEN about St Giles' provision?</b>	<p>A copy of the 'Complaints Policy' can be found on the school website.</p> <p>Parents are encouraged to talk to their child's class teacher in the first instance. All class teachers are available to speak to at the end of every day. If a parent has further questions or concerns about the school's provision for a child with SEND he/she should then speak to the SENCO or the Head Teacher as appropriate. Appointments can be made with class teachers, the Headteacher and the SENCO via the school office.</p> <p>If it is necessary to pursue a complaint more formally then the Complaints Policy process will be followed.</p> <p>Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership (<a href="http://www.surreyparentpartnership.org.uk">www.surreyparentpartnership.org.uk</a>).</p>
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