

School Local Offer - SEND Information



GILES BROOK SCHOOL

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Online Safety/Designated Safeguard Lead	Any other links
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This policy has been written, and updated, in conjunction with Keeping Children Safe in Education (with a particular focus on Appendix A) Giles Brook child protection policy and safeguarding procedures and SEND Code of Practice (updated January 2020) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Giles Brook Primary School:
Local Offer and Special Educational Needs and Disability (SEND) Information

The aim at Giles Brook School is that all children will achieve their full potential both academically and socially.

Quality first teaching is paramount to ensure we fulfil this aim for our children.

For some children, however, it is necessary to provide additional support and/or resources to enable them to achieve their targets in school.

This information has been produced to answer questions you may have about the additional educational support that is being provided to help your child in school.

Further information for parents and carers can be found on the Milton Keynes Local Offer website:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

The SEND team – Roles & Responsibilities

Inclusion Manager (Debbie Williamson)

The Inclusion Manager is responsible for the coordination of Special Educational Needs throughout the School. It is their job to ensure that, as a school, the Code of Practice is being followed in line with the School SEN Policy. The Inclusion Manager will:

- o Liaise regularly with staff to ensure that children are given the most appropriate support/resources for their individual needs
- o Work closely with external agencies (see section below) to gain specialist advice and support for individual children
- o Ensure that any requests for information on individual children are passed onto the relevant agencies and that parents are kept fully informed of this
- o Be respectful of the parents'/carers' wishes regarding confidentiality of the information
- o Will only share what is required and has been agreed with appropriate staff to ensure the health and wellbeing of the child

Teaching Assistants (TAs)

There are currently 17 TAs supporting children with a variety of additional needs across the school. The allocation of TAs is dependent upon the needs of each child and the skill-base of the TA. The TAs work closely with the class teachers to ensure that the targets and interventions are monitored, evaluated and next-steps are identified.

What is The Local Offer?

The Local Offer has been introduced “as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”

What will it do?

The Milton Keynes Local Offer

(<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>) provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, each educational environment will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group devised 15 questions, in consultation with parents/carers and other agencies, which reflect key concerns and interests. To help provide consistent and comparable

information, these will be answered by agencies, schools and colleges to enable parents and carers to make decisions about how to best support their child's needs.

Our responses to these questions

1. How do we, at Giles Brook, know if children need extra help?

We know a pupil needs help when:

- o concerns are raised by parents/carers, teaching staff or pre-school/ previous schools;
- o there is a lack of progress, academically, socially or emotionally, compared to peers and national expectations;
- o there is a change in the pupil's behaviour which impacts on learning;
- o a child asks for help.

2. What should I do if I think my child may have special educational needs?

If you have any concerns regarding your child's progress or well-being then please drop in to see your child's class teacher to discuss your concerns in the first instance. The class teacher will then direct you to Debbie Williamson (Inclusion Manager) who will meet with you, in private to discuss your concerns.

3. How will I know how Giles Brook supports my child?

Your child's class teacher, or the Inclusion Manager, will contact you to let you know if there are any changes to your child's learning needs. The class teacher, or Inclusion Manager, may speak to you informally (by telephone or at the end of the day) or request a meeting if this is more appropriate/convenient for you.

Your child's progress will be supported in the following ways:

- o The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children. The curriculum is monitored by senior leaders throughout the School – this includes the Headteacher, Claire Britnell, and the school Governors.
- o Should your child require additional support they may be included in an intervention group. This may be run by the class teacher or a teaching assistant and this will take place within the classroom wherever possible. Sometimes it may be necessary for your child to work out of the classroom in a quiet area close by.
- o Specific planned interventions may be provided for your child in consultation with the Inclusion Manager during termly Pupil Progress meetings (SEN surgeries). All interventions for a class will be recorded on a class intervention grid and for children who receive targeted or personalised support. Child Centred Reviews (CCR) will be held termly for children receiving personalised support to review and devise appropriate targets and support they will receive in school. You will be invited to participate in the PCRs three times a year and will contribute to the targets that will support progress at school and home. If you have any questions relating to PCRs please do not hesitate to contact the class teacher in the first instance and then the Inclusion Manager.
- o Occasionally a child or family may need more specialist support from an outside agency. External agencies such as Specialist Teachers, Speech and Language Therapy, school nursing team and Educational Psychologist (EP). We will contact you to discuss this support and ask you to complete a form to ensure your views are shared with regard to your child's progress and concerns you may have. You will be kept informed of when the specialist support will be coming in. A meeting with parents and teaching staff is usual prior to any observations or assessments. A follow up meeting will be arranged to share reports and action points.
- o The Inclusion Manager is the person responsible for monitoring the Safeguarding and Child Protection procedures. The Headteacher is responsible for the monitoring and correct

administration of the Disclosure and Barring Service procedures and the School's Single Central Record. The Governors have an appointed Safeguarding Governor and ensure that the School is as inclusive as possible and treats all children and staff in an equitable way. They also monitor and review all statutory policies defined by the Department For Education (DFE).

4. How will the curriculum be matched to my child's needs?

- o All children are entitled to quality first teaching adapted to match their individual needs to enable them to access the curriculum. The curriculum is not changed for your child but the approach to teaching and learning will be adapted to suit their individual needs.
- o Class teachers and/or teaching assistants may be allocated to work with your child 1-1 or in a small group to target more specific needs.
- o If appropriate, specialist equipment may be provided for your child e.g. writing slopes, 'sit and move' cushions, pen/pencil grips etc.

5. How will I know how my child is doing?

- o Your child's class teacher is available at the end of the day if you want to have an informal chat but if you require a more detailed conversation please make an appointment via the school office.
- o You will be kept informed of your child's progress through parent consultations, which are held 3 times a year, as well as via a report issued annually at the end of the Summer term.
- o CCRs are held termly and you will be invited to discuss your child's personalised targets.
- o Appointments with the Inclusion Manager can be made via the School Office.

6. How will you help me to support my child's learning?

- o The class teacher may suggest ways of supporting your child's learning at home through informal discussions, parent consultation or CCRs.
- o The class teacher or Inclusion Manager may meet with you to discuss ways in which you can support your child at home e.g. a coloured overlay to use during reading.
- o If external agencies have been involved, a report is usually provided with home-support strategies.

7. What support will there be for my child's overall well-being?

The School offers a variety of support for all pupils including those who may be experiencing emotional difficulties. These may include pupils with medical needs:

- o opportunities for children to talk with members of staff such as the Headteacher, teachers, teaching assistants or midday supervisors if they have any concerns they wish to discuss. Support from external agencies may be provided if deemed appropriate
- o some pupils may be targeted in the morning and be given 'time to talk' with a known teaching assistant
- o some pupils may be chosen to be part of a social skills group run by a class teacher, a teaching assistant or the Inclusion Manager
- o our Midday Supervisors are trained in how to 'play' with children during the lunchtime break and, in addition to this; sports/play equipment is set out for the children to play whilst their underlying learning point is to practise their social skills
- o details of a child's medical need are kept on a class register by the School Office. These are shared with the staff who are involved. In some cases, a detailed care plan or an individual care plan (see 'Supporting Pupils at School with Medical Conditions' policy on our website) will be drawn up by

the lead First Aider, Inclusion Manager or school nurse (following specialist advice) and shared with appropriate members of staff

- o all staff receive annual epi-pen training by the school nurse (allocated to our school by the NHS) where appropriate
- o where necessary, and in agreement with parents/carers, medicines are administered in school but only when a letter of authorisation is in place. This is to ensure the safety of both child and staff member. Please ask for a medicine form from reception

8. What specialist services & expertise can be accessed by the School?

At times it may be necessary to consult with external agencies to receive their more specialised advice. These may include:-

- o Specialist Teachers in the Inclusion Team
- o Educational Psychologists
- o Speech and Language Therapy
- o Outreach Teachers/TAs from Special Schools
- o CAHMS (Child and Adolescent Mental Health Service)
- o Social Services
- o Occupational Therapy
- o School Nurse
- o Health Visitor

You will be fully informed, and be a part of the decision, in knowing if we feel your child would benefit from the advice from any of the above specialists. This discussion would be led by the Inclusion Manager. The Specialists will also want to meet with you to receive your viewpoints. They will meet with you before and after they have observed and/or assessed your child.

9. What training has been provided for supporting staff?

Our TAs are provided with opportunities to attend training that is suited to their role in school.

- o Most have completed their TA Level 2 or 3 NVQ.
- o Safeguard Training is provided for all staff every 3 years with termly updates
- o Half-termly meetings provide an opportunity to share good practice.
- o Training attended by specific TAs includes 'Better Readers', 'Letters and Sounds' and Numicon (which supports numeracy / maths skills). Specific TAs have been trained in Autism awareness
- o Providing dyslexia friendly environments
- o Communication and interaction awareness
- o Specialist medical training e.g. epilepsy, epipen
- o First Aid and Paediatric first aid

10. How will my child be included in activities outside the classroom?

- o Activities and school trips are available to all.
- o Risk assessments are carried out and procedures put in place to enable all children to participate.
- o If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

Facilities at present include:

- o ramps into school to make the building accessible to all
- o ramps from the hall/changing rooms to the playground
- o ramp from the ground floor classroom to the car park and pedestrian pathway
- o disabled toilets on both floor levels
- o a lift

12. How will my child be prepared and supported for joining Giles Brook School?

Giles Brook School understands that moving school or provision can be quite a challenging time for some pupils and puts a number of strategies in place to make the transition as smooth as possible. These may include (if deemed appropriate):

- o meetings between pre-school settings and Giles Brook
- o Nursery and Foundation teachers arranging visits for every child starting in September
- o the Inclusion Manager attending home visits if a Foundation pupil has an EHC plan or specific needs that will need to be considered
- o aiding pupils' transitions between classes within the School and transition booklets may be produced for some pupils to help reduce anxiety
- o arranging meetings between Primary and Secondary settings to ensure that all needs and provisions are discussed
- o Giles Brook promoting any extra SEN transition days for parents to ensure parental support/involvement at these, sometimes worrying, times

13. How are school resources allocated and matched to children's SEN?

- o The SEN Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion at the Senior Leadership Team (SLT). The SLT consists of the Headteacher, Deputy Headteacher, Assistant Headteacher & Inclusion, Key Stage Leaders and School Business Manager.
- o Support can be staff training, physical aids, Teaching Assistants, 1:1 or small group specialist support.
- o Payments are used to support individuals within this category and the fund is managed by the Headteacher and School Business Manager (Sam Summers).
- o Specialist advice/support may be bought in to support individual children.

14. How is the decision made about how much support a child will receive?

- o Additional support is allocated according to the information provided by the previous school, parents, teachers and monitoring the pupil progress.
- o During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the Inclusion Manager, will adjust the level of support accordingly.

15. How will I be involved in discussions and planning for my child?

All parents are encouraged to contribute to their child's education. This may be through:

- o discussion with the child's class teacher
- o during parent consultations
- o parents being invited to CCR meetings or annual reviews for EHC plans
- o through meeting with the Inclusion Manager or other professionals

16. Who can I contact for further information?

These questions have been answered by school staff, Governors and parents to help answer any queries you may have regarding your child's education and the support we are committed to provide.

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling please contact:

- o firstly your child's class teacher
- o Inclusion Manager: senco@gilesbrook.co.uk
- o The Headteacher: claire.britnell@gilesbrook.co.uk