



SEND Information Report

Here at Giles Academy we believe that children with special educational needs must have their needs supported by a person centred approach. These children should have access to a broad, balanced, inclusive education including the National Curriculum and wherever possible should be taught alongside their peers. Giles Academy believes it is important to address student's needs as they arise and to provide support to meet those needs.

Who is the school SENCO?

The SENCO is Miss Penny Thomas-Karley who can be contacted on the telephone number 01205 870693

Who should you contact about school admissions?

Contact the school and book a tour through our school website or telephone Mrs Faye Shaw on 01205 870693

What Kind of SEND are provided for?

The school makes provision according to the needs of the students on role:

- Specific Learning Difficulties, such as Dyslexia and/or Dyspraxia
- Communication and Interaction Needs, such as Autistic Spectrum Disorders
- Behaviour, Emotional, and/or Social Development Needs
- Mental Health Needs
- Sensory or Physical Needs, such as hearing or visual impairment
- Speech and Language difficulties
- Medical or Health conditions eg. severe allergies, Epilepsy, Chronic Fatigue Syndrome (CFS)

What policies exist for identifying students with SEND and assessing their needs?

The process for identifying students with SEND is outlined in the SEND policy which is available on the school website.

We know when students need help from a range of sources:

- Primary schools inform us at the point of transition
- Concerns are raised by parents/carers, teachers or the student
- Students are making less than the expected progress given their age and individual circumstances
- If there is a marked and noticeable change in the student's behaviour or progress

The particular Special Educational Needs of a student are identified and assessed through:

- Assessment of the student including observations, CAT Testing, screening procedures and individual diagnostic testing.
- The involvement of outside agencies who assess individual students and recommend interventions for school to follow
- A constant monitoring review cycle of progress during all interventions.

What arrangements exist for consulting parents of students with SEN and involving them in their child's education?

- Parents are involved in planning their child's education and particularly for students with EHC Assessments, through the annual review process. Parents are also involved in regular reviews of progress with the SENCO (previously known as IEP reviews) as required.
- There are six published Attainment reports across the academic year. These results give a clear indication as to whether progress has been made in subject areas.
- Pupil Profiles will be reported home twice a year with outcomes of intervention that has taken place.
- School reports are sent home during the academic year which will include comments on any personalised learning.
- There is an annual parents' consultation evening for all students each year. The SENCO is available to meet with parents to discuss student progress and/or any concerns/worries parents may have. The contact can also be maintained via email.

What arrangements exist for consulting students with SEND and involving them in their education?

- SEN students are represented through student voice. Pupil's voice is entered onto their pupil profile.
- Students with an Education, Health and Care Plan have the opportunity to contribute their views through the review process.

What different types of support are available for students with SEND?

- Subject teacher input via targeted classroom teaching e.g. differentiation of classroom based tasks and activities.
- Group work with a small number of targeted pupils, run in the classroom, supported by a Teaching Assistant.
- Group work with a small number of targeted pupils run outside the classroom by a Teaching Assistant or skilled specialist employed within school.
- Specialist groups run by, or in partnership with, specialist agencies such as the Working together team, Eclipse, Educational Psychology Services etc.
- One-to-one support from professionals skilled in specific areas of need, eg as Dyslexia.
- Peer/teacher mentoring opportunities
- Clubs for dyslexia, ADHD, social groups including ASD students
- Drawing and talking, art therapy
- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, School Nurse.

How are the school's resources allocated and matched to student's Special Educational Needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's needs.
- Additional provision may be allocated after review meetings, or if a concern has been raised at another time during the academic year.
- Resources may include deployment of staff depending on funding allocation and individual circumstances.

- All resources/training and support are reviewed regularly and changes made as needed/recommended.

How is the decision made about how much support your child will receive?

Decisions are made in consultation with:

SENCO, Teachers, Head of Year, Senior Leaders, the student, parents and, if appropriate, other support staff and support agencies.

Decisions are based on individual needs. This consists of tracking of student progress and as a result of recommendations made by outside agencies.

How will the curriculum be matched to your child's needs?

The curriculum will be matched in a number of ways:

- Differentiation of work by subject teachers
- Allocation of a Teaching Assistant where appropriate to support more specific needs
- Provision of pupil profile provided recommendations from specialist teachers in how best to meet each student's needs
- Provision of specialist equipment, IT or modified resources.
- Differentiation of school curriculum under exceptional circumstances in accordance with need.

How will the school monitor and evaluate SEND provision?

- We use appropriate intervention-specific tools when pupils have taken part in an evidence-based intervention
- Assessment outcomes and target data are tracked
- Pupil progress is tracked by pastoral teams, subject teachers and the SEND department
- Review meetings are held
- The progress of students with an EHC plan will be monitored through the specific outcomes identified on the plan.

What support will there be for your child's overall well-being?

The school offers a wide variety of pastoral support for students who are encountering emotional difficulties. These include:

- Members of staff, such as form tutor, Head of Year, School Nurse, SENCO, all being available to students who wish to discuss issues or concerns.
- One-to-one student or family support sessions with Early help workers accessed via the early help assessment process
- A quiet area is available at lunchtimes for those who struggle with non-curriculum time
- Lunch club is available staffed by teaching assistants who will support your child with their homework and in socialising with peers
- Referrals to outside agencies can be made when needed e.g. Child and Mental Health Adolescent Services (CAMHS)

How does the school cater for student medical needs?

The school adheres to the procedures specified in the School Medical Conditions Policy as laid out in the DfE Guidance for Supporting Pupils at School with Medical Conditions April 2014.

- There is a room for physiotherapy and some buildings have a disabled toilet.
- A designated first-aider helps to manage the administration of medicines.

What specialist services and expertise can be accessed by the school?

The school works alongside, and seeks support from other agencies where required, to maximise learning opportunities and potential. Directly funded by school are:

- A SENCO and a SENCO assistant
- Teaching Assistants (equivalent to 10) including a higher level TA specialist in Phonics providing in-class, group and one-to-one support to students with Additional Needs
- Inclusion Manager
- A Local Authority Educational Psychologist
- A local Authority Specialised teacher
- IAG specialist in house – Giles Futures

At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Working together team (Communication and Autism team)
- Integrated Family Services
- Child and Adolescent Mental Health Service
- Sensory Support Service
- Speech and Language Therapy Team
- School Nurse
- Social Services

What training do the staff supporting students with SEND have?

Staff have access to a variety of training pertaining to SEND within school. This includes:

- Specific Learning Difficulties, Dyslexia
- Dyspraxia
- Autistic Spectrum Disorders
- Social, Emotional and Behavioural Needs
- Mental Health
- Sensory Impairment
- Anger Management

Whole school training is provided on SEND issues. Individual teachers and support staff attend in-school and external training relevant to the needs of specific students in their class.

How will your child be included in activities outside the classroom, including school trips?

Giles academy encourages participation for all in outside activities through Giles Adventure. The school aims to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate.

- “Reasonable adjustments” are made for those students with additional, medical and/or physical needs.
- If it is deemed that an intensive level of one-to-one support is required then a Teaching Assistant will accompany the student during their activity or trip.
- Appropriate provision of specialist equipment is provided such as a laptop, magnifiers coloured reading rulers etc.
- Advice and guidance from specialist agencies is sought and followed.

How accessible is the school environment?

The school strives to be an inclusive school and aims to be accessible for students with disabilities. The nature of the school buildings, layout and large numbers of steps would cause a degree of difficulty for wheelchair users. Most subject areas have facilities on the ground floor and planned timetabling of rooms would provide access to all areas except science, though the possibility of a science lab on the ground floor is presently under review. As refurbishment to the school takes place greater access for the disabled will be incorporated into the planning in line with the Children’s Act 1989, the Equality Act 2010, working together to safeguard children 2013 and The Health and Social Care Act 2012.

What arrangements exist to support students moving between phases of education and to prepare them for adulthood?

The school aims to make transitions as smooth as possible using a range of strategies:

- Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the student joining/leaving. The school endeavors to pass on/receive all relevant information and records regarding students with SEND. Information is disseminated to teaching staff and Teaching Assistants by the creation of the pupil profile with appropriate recommendations/advice implemented.
- All new students attend an Induction Day in July. Some students with more severe needs will participate in part of the school day over several visits. Parent/student information evenings and open days also facilitate transition.
- The SENCO is always happy to meet parents/carers prior to their child joining/leaving the school to discuss anticipated learning needs/support arrangements. Likewise, school staff can also make external visits to schools/colleges/universities/organisations to plan transition arrangements in more detail more students who require more support.
- Giles futures support all students with Careers Advice.
- All students with a statement or EHCP will complete a Transition Plan at key moments of change in their education.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If parents/carers are concerned about the provision discussed with them at reviews or during a meeting they would be encouraged to forward their views to the Assistant Headteacher, line manager for SEND, the Headteacher or a school governor.

Where can I get further information about Special Educational Needs support services for my child?

Lincolnshire Local Authority Family Services Directory online Lincolnshire's Parent Carer Forum www.lincspcf.org.uk

National Autistic Society, 393 City Road, London, EC1V 1NG
<http://www.autism.org.uk>

British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ
www.bacp.co.uk

Dyslexia Action, Provincial House, Sutton Coldfield, B72 1QU
www.dyslexiaaction.org.uk

Dyspraxia Foundation, Hitchin, Herts SG5 1EG
www.dyspraxiafoundation.org.uk

The information in this report forms part of Lincolnshire's Local Offer which contains further information and a directory for all support services in the area for parents of pupils with SEN. This Local Offer can be accessed via www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer