



The Giles Nursery and Infants' School

School Local Offer

2023-24

Special Educational Needs and Disability (SEND)

The Giles Nursery and Infants' School is an inclusive school and may offer the following range of provision to support children with SEND. We ensure that all pupils are included in all aspects of learning and school life. From time to time, a child may require additional support to help meet their needs or improve their learning. The decision to provide additional support is made by the School and is based on a variety of factors including academic progress, and /or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens. Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy review.

Provision in place to support pupils with SEND

Access to medical interventions	<ul style="list-style-type: none">• Strategies for the use of personal medication.• Individual protocols for children with significant medical needs and allergies.• Individual support plans for pupils with short-term medical needs.• Care plans for long term medical conditions.• Risk assessments in place.• Staff within every year group are first aid trained.• 3 paediatric first aid trained staff members• NHS support provided and staff within every year group are trained to administer EpiPens.• NHS support provided and staff within every year group trained to administer asthma inhalers.• NHS support provided and Staff within every year group trained to respond to epileptic seizures.• School nurse support available.• Bespoke staff training for specific medical needs.
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<p>Access to strategies/programmes to support occupational therapy/physiotherapy needs</p>	<ul style="list-style-type: none"> • Support and advice from occupational therapist and physiotherapist. • Delivery of planned occupational therapy/physiotherapy by a member of staff.
<p>Access to supportive environment – IT facilities/equipment/resources (including preparation)</p>	<ul style="list-style-type: none"> • SoundField systems in all classrooms to support those with hearing impairments. • Interactive whiteboards, visualisers, laptops, computers and iPads available in every classroom. • ‘Clicker 6’ used for labelling of resources around school to promote accessibility. • ‘Communicate in Print’ used in Speech and Language Unit. • Visual coding used to support Speech, Language and Communication Needs (SLCN). • iPad apps to support fine motor skills and literacy.
<p>Liaison/communication with professionals/parents, attendance at meetings and preparation of reports</p>	<ul style="list-style-type: none"> • Regular liaison with a wide range of external professionals. • Regular progress meetings/phone conversations with parents led by Head Teacher, SENCo and or Class Teacher. • Parents encouraged to contact the SENCo for advice/support. • Half-termly ‘drop in’ sessions so parents can speak to SENCo, School Family Worker and other parents. • Support for parents and signposting to relevant agencies including Family Support Worker and School Nurse.
<p>Mentoring activities</p>	<ul style="list-style-type: none"> • Use of peer modelling and mentoring. • Playground monitors available for support during playtimes and lunchtimes. • School Council. • Use of talking partners during whole class and group sessions.
<p>Planning and assessment</p>	<ul style="list-style-type: none"> • Individually Mapped Provision (IMPS) plans and provision maps.

- Individual targets for English/literacy and mathematics/numeracy.
- Termly review of targets with parents.
- All learning within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Work is carefully differentiated and individualised so as to meet pupils' needs. The benefit of this type of differentiation is that all children can access a lesson and learn at their levels.
- The Class Teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from Nursery through to Year 2, using a variety of different methods. These include Hertfordshire assessment guidelines; phonic stages; the Teacher Assessment Framework (TAF) used to assess children at the end of Key Stage 1 and Assessment Manager 7 (an IT system). Assessment Manager 7 is used to track progress and attainment and allows teachers to track different groups of pupils.
- Provision maps are written to support children who need extra intervention in particular areas. The maps identify different interventions that support children's learning. These are reviewed and amended following the intervention and assessment of an individual child's needs. Provision maps allow progress towards targets to be tracked and for new targets to be set if needed.
- Liaison/Communication with professionals/parents, attendance at meetings and preparation and sharing of reports.
- Early identification of needs requiring referral to external professionals.
- Regular communication and information sharing with an extensive range of external agencies such as; Family Support Workers, Educational Psychologist, Specific Learning Base and many more.

	<ul style="list-style-type: none"> • Regular progress meetings with parents/carers by Class teacher and SENCo. • eCAF and TAF meetings convened where 2 or more outside agencies are involved. • Support for parents who have concerns.
Provision to facilitate/support access to the curriculum	<ul style="list-style-type: none"> • Small group support from the classroom Teaching Assistant or Class Teacher. • One-to-one support in the classroom from a Teaching Assistant to facilitate access through support or modified resources. • Specialist equipment used where required. • Use of a personalised differentiated curriculum.
Social skills/strategies to enhance self-esteem	<ul style="list-style-type: none"> • Weekly 30-minute 'Bright Stars' programme (social skills) session led by the School Family Worker. • A 6-week programme with a weekly session led by a Family Support Worker using strategies to promote positive thinking (support also available for parents) • Social skills intervention groups set up when needed.
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)	<ul style="list-style-type: none"> • Meet-and-greet sessions at the start and end of each day. • Home /school communication books used when required. • SENCo 'drop in' sessions. • Comprehensive transition program at end of each academic year for all year groups. • Referral to GP for referral to CAMHS when required. • Referral to 'Nessie' when required. • Planned programme of support from the classroom Teaching Assistant. • A 6-week programme with a weekly session led by a Family Support Worker using strategies to promote positive thinking (support also available to parents). • Play therapy
Strategies to support modify behavior	<ul style="list-style-type: none"> • Use of the School's Behaviour Policy. • STEPs therapeutic approach to behaviour embedded

	<ul style="list-style-type: none"> • Support from Behaviour Specialist Teacher and interventions carried out in class by staff. • Therapeutic approach used – consequence for actions rather than punishment. • Same language used by all staff when speaking to the children about behaviour, for example, red and green choices. Supported by visual aids. • Rewards/use of specific praise, for making good choices
<p>Strategies to support/develop English/literacy including reading</p>	<ul style="list-style-type: none"> • Daily reading sessions which include guided reading as a group, whole class reading or listening to and discussing a story and 1:1 reading with an adult. • Close links and support from SpLD base including trial of interventions. • Close links and support from Woolgrove Outreach base including trial of interventions. • Close links and support from Greenside Outreach including trial of interventions. • Small group or one-to-one for literacy intervention. • Use of strategies such as using counters to show each word in a sentence and repeated refrains to practice simple and then more complex sentence writing. • Whole school handwriting scheme adapted for each child's needs. • Visual aids to remind children about punctuation, letter formations, spelling. • Phonological awareness assessment and intervention.
<p>Strategies to support/develop mathematics/numeracy</p>	<ul style="list-style-type: none"> • Small group or one-to-one support in class through guided teaching from teacher or teaching assistant • Use of 'Numicon' • Pre-teaching in small groups from the Class Teacher or Teaching Assistant. • Close links and support from The Grange SpLD base. • Support for children with a specific need in mathematics from The Grange SpLD base, Greenside Outreach and Woolgrove Outreach.

<p>Strategies/programmes to support speech and language</p>	<ul style="list-style-type: none"> • Support and advice from a Speech and Language Therapist • Delivery of a planned Speech and Language programme by a Teaching Assistant following advice from a Speech and Language Therapist • Support from staff trained in 'ELKAN'. • Use of visual coding tools. • 'Clicker 6 to' support writing and speaking skills. • Staff trained in 'SCERTs'. • Use of 'Makaton' signing.
<p>Strategies/support to develop independent learning</p>	<ul style="list-style-type: none"> • Use of visual timetable in every classroom (some children may have a personal visual timetable). • Use of 'Communicate in Print' in Speech and Language Base. • Access to practical resources – e.g. word banks, writing frames, number squares, etc. • Structured intervention from Class Teacher or Teaching Assistant to facilitate independent learning. • Assessment of working memory and intervention if needed.
<p>Support/supervision at unstructured times of the day including personal care</p>	<ul style="list-style-type: none"> • Teaching Assistant at lunchtime and playtimes. • Play leader support systems. • Trained Midday Supervisory Assistant. • Activities led by an adult or trained play leaders. • Access to play themed resources and drawing materials. • Lunchtime nurture club. • Courtyard area in Year 2 for quiet play.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Local High Needs Funding.