

SEN Information Report

1. The kinds of special educational needs for which provision is made at the school

St George's is an inclusive mainstream school.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Identifying Special Educational Needs

In the SEND Code of Practice 2014, it describes the 4 broad categories of need as:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

The purpose of identification is not to place a child in a specific category, but to help school to work out the actions that school needs to take.

At St George's it is the responsibility of the class teacher along with the SENCO to identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

First and foremost we will provide quality first teaching to all pupils in our setting. It is the role and responsibility of the class teacher to provide appropriate access for all pupils in their class. Teachers are responsible and accountable for the progress

and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Other factors may impact a child's progress and attainment which do not necessarily mean they have SEN. These can include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation –these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

The Headteacher, Mr. A Purcell is the school's Designated person for Safeguarding, The Associate Headteacher, Anna Hitchen is the Deputy Designated Person and also the school's SLT lead on SEN. The Headteacher will keep the governing body informed about the special educational needs provision made by the school and is responsible for matters relating to funding.

The Special Educational Needs Co-ordinator (SENCO) and person responsible for meeting the medical needs of pupils is Emma Howard.

The SEN Governor is Jenny Leap.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan.

All teaching and non-teaching staff will be involved in the education of our children, including those with additional needs. Teachers are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers have responsibility for reviewing and monitoring the progress made by pupils and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

The school works with Acorn Psychology in identifying and assessing pupils needs as well as identifying strategies and ways to remove barriers. We also work closely with Buckshaw Children's centre and our school counsellor, Chavala Parker. All referrals are shared with parents who are involved throughout the process.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans,

St George's Special Educational Needs and Disability (SEND) Policy 2015 can be found on our school website.

At St George's we regularly and carefully monitor and evaluate the quality of provision we offer all pupils. We do this by regular auditing of what we do in school, listening to the views of pupils, parents and staff, and having a consistent, working

action plan. We regularly update the governors on changes and new initiatives for SEN and the SENCO has regular meetings with the SEN governor.

Monitoring and evaluating our SEN provision and arrangements regularly means that we have an active process of continual review and improvement of provision for all pupils.

Review Meetings are held annually and parents also attend regular Parents Evenings and Class Call Ins. In addition, the School operates an open door policy and all parents are welcome to come and talk to the class teacher, SENCO or member of the SLT should they have any additional concerns.

In addition, IEPs are reviewed on a termly basis. They are discussed with the child and with parents. Copies of new and evaluated IEPs are sent home for parent reference.

IEPs are available to all support staff in school. Within the classroom they are treated as a working document. All staff use and refer to IEPs and annotate to evaluate and inform future planning.

At the beginning of every academic year, a member of the School Nurse team comes in and trains the staff on the use of epi-pens and inhalers. In addition, we have annual diabetic training for staff. Again, we have no specialisms in this area but ensure that all staff are trained with the help of the school nurse team.

We draw very much on the expertise of a Specialist Support Teacher who helps us identify specific problems once we have identified a child with additional needs and who signposts us in accessing support and guidance should it be needed. Our

Specialist Support Teacher liaises closely with all class teachers and works on writing IEPs with staff, children and parents. Our Specialist Support Teacher has oversight of IEPs.

Along with all children in our care, progress is tracked using a Whole School tracking system, pupil progress meetings take place termly and progress of each individual is tracked. It is at these meetings that any need for extra provision is discussed. Where a child has one to one support, the support teachers, too, are invited to the meetings. Like all children in our care, children with additional needs are expected to make progress against their baseline.

Children with SEN may still be eligible to take part in whole school exams e.g. SATs. This will depend on the individual and their needs, any decision will be made in consultation with the class teacher, SENCO and parents. Extra time or support may be given to children or children may be deemed exempt from statutory examination.

Children with SEN at St George's will be part of our whole school cycle. Early identification and provision is the best way to work with SEN and is the practice endorsed at St George's. When we decide that a child should be on the SEN register, they will be assessed by our educational psychologist and these results will be used to support the drawing up of a child's IEP (individual education plan).

At St George's we employ an outside agency, Acorn Psychology, to assess our children and work with the SENCO and staff to decide how to best support each child. This is paid for from the schools budget, set at the beginning of each financial year.

IEP's will set the children SMART (specific, measurable, attainable, realistic and timely) targets to work on both in and out of school. These will set out children's specific needs and strategies to remove these barriers for effective learning.

IEP's will be reviewed by the Class teacher at the end of each term and from this a new IEP will be written by the class teacher in partnership with the SENCO or Educational Psychologist. The ultimate responsibility for a child's progress lies with the class teacher who will work with the SENCO to produce personalised planning to best meet the needs of each child.

Along with IEP's, the school will also track children who have specialist support or intervention through the whole school provision map. Provision mapping is a tool for school to keep track of the impact of intervention programmes and also adds to any applications for an Education, Health and Care Plan. This is updated termly in pupil progress meetings by the class teacher in partnership with the Head/SENCO and will identify type and frequency of support that children are receiving as well as tracking their progress through intervention.

When the school makes a request for statutory assessment to the LA, the child will have demonstrated significant cause for concern. The LA will seek evidence from the school, that any strategy or programme implemented, has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.

For children with an EHCP (Education, Health and Care Plan), long term targets are laid down in this document and children's SMART targets are drawn from these. Targets are set which are met through specialist teaching and TA support. The amount

of support is built into the EHCP. Class Teachers and TAs have regular meetings with the Support Specialist Teacher from Acorn Psychology and they evaluate and write IEP targets on a termly basis. Class Teachers and TAs are also involved in the Annual Review process, contributing to the advice and attending the meeting.

All children, regardless of their needs, are given full access to all areas of the curriculum. We ensure they can take part in extra curricular activities and trips.

4 What support will there be for my child's overall well being?

The school is an inclusive school where the pastoral, medical and social support of all children is paramount. Each child is treated as an individual and each child's individual needs are met through a combination of school support and outside agencies where appropriate for example, Best Start or counselling.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For information about how the school manage children with medical conditions, please see our 'Managing Medical Conditions Policy'.

When a pupil has a medical need, school works with the school nurses and parents in ensuring that the personalised care plan is known and followed. Regular training is given. The school has a number of trained and qualified first aiders, paediatric first aiders and first aiders trained to use a defibrillator. In addition, annual epi pen training, asthma training and diabetic training is given.

At St George's behaviour is dealt with through the whole school system. All children are expected to comply with the behaviour policy. The school is aware that sometimes children need extra support which may be through personalised behaviour plans, working with the parents and working with the school counsellor.

5.Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The SENCO and SLT SENCO Lead have had extensive training from Lancashire services. Staff training needs are identified by

the school's SMLT and are addressed by either in school training by the SENCO or by outside agencies.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

When a child with SEN begins school, the class teacher and SENCO would visit them in their nursery setting. They would then feed information back to school. Transition days would be arranged for the child. Proper provision would be made before the child begins school and EHC Plans would be adhered to.

The school works with Acorn Psychology in identifying and assessing pupils needs as well as identifying strategies and ways to remove barriers. We also work closely with Buckshaw Children's centre and our school counsellor, Chavala Parker. All referrals are shared with parents who are involved throughout the process.

6.Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Due to the age and location of the building, the School is built on two levels. Not all areas of the school are currently wheelchair accessible by interior routes. All KS2 classrooms and the computer suite have to be accessed via stairs. There is one disabled toilet (adult) and one disabled parking space.

Where appropriate, relevant actions are taken to ensure children full access to learning. Currently, some staff use Signalong to support children's learning – it is not, however, a specialism of the school. School met a need and relied heavily on the support of Speech and Language to facilitate this. We took advantage of training available to all Lancashire schools.

School has no specialised equipment.

7.The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

At St George's we foster strong working relationships with parents and believe that children make the best progress when all parties work together.

Before starting school, there is an induction meeting for new parents where they meet all staff

School website identifies SLT SENCO lead and SENCO

Half termly class letter identifies class teacher and TAs and encourages parents to come into school at earliest indication of any problem

Parents are updated re their child's progress via parents evenings (two a year), class call ins (three a year) and reports (one formative and one summative). In addition, parents of children with IEPs receive a termly update in the form of the evaluated IEP and children with and EHC plan will be invited to Annual Reviews.

8.The arrangements for consulting young people with special educational needs about, and involving them in, their education.

School has a School Council, made up of 2 representatives from each year group from Year 2 up. There is also an Ethos Group which operates in the same manner. A weekly newsletter is issued to which children regularly contribute. In addition, children have the opportunity to complete a PAQ annually. Parents are welcomed into school and we operate an open door policy. All families receive a weekly newsletter. Parents are welcomed into school to hear readers, help out in classes and go on trips with the children.

Children with SEN are encouraged to add their thoughts and feelings to their All About Me document and also in Annual Reviews.

We have a PTFA to which all parents are warmly welcomed. Events are always advertised on the School Newsletter (which is also available on the school website). The PTFA organises both a Christmas and a Summer Fair each year.

The Governing Body is fully supportive of the School including its work for pupils with additional needs.

A home/school contract is signed by all parents as their child starts school.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Where school knows there is a problem, help is given.

If parents feel that they need to speak to someone, the class teacher is their first point of contact. They may also speak to the SENCO or any member of the SMLT about their concerns.

School can signpost parents to a number of agencies – literature in the foyer

The SENCO, SLT SENCO Lead and members of SLMT can signpost parents.

Travel plans are not something that the school has had any experience of. Again, school would need help and support should a travel plan need to be put in place.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

School has a designated SENCO, Emma Howard, and an SLT SENCO Lead, Anna Hitchen who work together to ensure provision for all children. Both these members of staff are full time class teachers. SENCO is an additional responsibility to classroom duties. Through tracking and teacher awareness of the pupils in their care, there is early identification of children with additional needs. Once identified, a child's needs are discussed with parents and both parents and school work together to ensure that there is provision made to meet needs. With no specialisms in school, there is much reliance on outside agencies.

All staff receive regular SEN and disability and awareness training. While we have no specific specialism within the school, and work very much on a respond to need basis, we draw heavily on the support of external agencies. Staff are encouraged to attend relevant LA courses and visit other schools with experience in the area of training need.

School has access to a range of services provided by the LA, for example Speech and Language, Physiotherapy. We also buy into Buckshaw Best Start centres and a school councillor.

11. The contact details of support services for the parents of pupils with special educational needs,

Where school knows there is a problem, help is given.

School can signpost parents to a number of agencies – literature in the foyer

The SENCO, SLT SENCO Lead and members of SLT can signpost parents.

As always at St George's, the Class Teacher is the first point of contact. They may also want to meet with TA's who work closely with the child. Parents can also contact the SENCO, Emma Howard or SLT SENCO Lead, Anna Hitchen with any concerns.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Transition for pupils with SEN will follow our whole school programme. Before moving into a new class they will have numerous opportunities to meet their new teacher and support staff. They will also have opportunities to take part in taster

sessions in the new class. Additionally, for pupils with additional needs, we would work with the class teachers and TAs to ensure a transition plan is put into place that suits the child's needs.

Transition to secondary school follows the normal pattern of transition but puts in place additional visits, dependent on need.

13. Information on where the local authority's local offer is published.

To find more information about the school's local offer, go to our website. Under 'School Information' and 'School Policies.'