



St. George's C.E. First School



Special Educational Needs and Disability Information Report July 2018

A new Code of Practice came into effect from September 2014

The key changes to the Code of Practice 2014 were:

- Schools to use a single category of **SEN support** to identify pupils with significant additional needs. This replaced the previous *School Action* and *School Action Plus*
- From September 2014 the new **Education, Health and Care Plan (EHCP)** replaced what was known as a Statement of special educational needs
- If your child has a Statement of SEN this will be reviewed and/or converted to an Education, Health and Care Plan by September 2017
- Schools have to publish detailed information about arrangements for identifying, assessing and making provision for pupils with SEN

Definition

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

How does St. Georges CE First School know if children need extra help?

We know when children need help if:

- concerns are raised by parents/ carers, teachers or the pupil's previous school
- routine assessments indicate an area of difficulty
- pupil progress meetings highlight slow or a lack of progress
- there is a change in the pupil's behaviour

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

If you have any concerns or queries then contact your child's teacher or the SENCO, Mrs. Koser (Deputy Head) Mrs. Malone (SENCO from September 2018)

How will I know how St. George's CE First School supports my child?

- Additional provision for pupils identified as having SEN will be detailed on an additional provision map. Individual Provision Plans and/or Individual Pupil Profiles will be in place where appropriate. These will set out specific targets and provision. A copy will be shared with parents so that they too can play a part in this support plan.
- Pupils may access small group, paired or 1-1 specific intervention programmes designed to target specific difficulties in their learning
- The progress of all pupils is monitored at regular intervals each term in a number of ways e.g. data analysis, learning walks, pupil conversations, pupil progress meetings and looking at pupils books.

- Occasionally a pupil may need more expert support or specialist assessment from an outside agency such as the Pre-School Forum, The Early Years Access and Inclusion Team, a Community Paediatrician, Occupational Health, Speech and Language (SALT), the Chadsgrove Outreach Team or an Educational Psychologist.

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

- All teachers plan to meet the needs of individual children. The curriculum and lesson activities will be carefully pitched and matched to ensure every child makes progress in their learning. Every attempt will be made to remove barriers to learning and enable all pupils to access the curriculum.
- Support staff may be allocated to work with a pupil 1-1 or in a small focus group to target more specific needs
- Appropriate specialist equipment will be made available as appropriate e.g. writing slopes, pencil grips or specialist IT equipment.
- Where appropriate, homework activities will be set to match pupils' needs and to support with any intervention programmes pupils may be involved in (e.g. Precision Teaching).

How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings.
- Parent evening consultations include target sheets and progress updates.
- Class teachers are available to talk to at each end of the school day.
- Appointments can be made to speak to the class teacher or the SENCO.
- Written reports are sent out at the end of the year.

How will you/the school help me to support my child's learning?

- Teachers will communicate with parents in a number of ways. Staff may write comments in reading diaries, home school planners or send notes/texts home. Key Stage newsletters and classroom window displays are also a very useful source of information and communication. The school website is continually updated and is a very useful source of information for parents.
- Stay and Play sessions throughout the year as well as specific parent workshops and coffee mornings help support parents' understanding of how they can support their child/children at home.

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

The school offers a wide variety of pastoral support for pupils who are experiencing social, emotional and mental health difficulties:

- Members of staff are always available for pupils who wish to discuss issues and concerns.
- Key staff are identified to support our most vulnerable pupils.
- A range of supportive programmes such as 'Socially Speaking', 'Silver SEAL' as well as the Nurture Group are available for pupils experiencing difficulties in these areas.

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/ carers. This will be discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers medicines are administered in school. A signed plan will need to be in place.

What specialist services and expertise are available at or accessed by the school?

At times it might be necessary to access additional support or to consult with outside agencies to receive some more specialised expertise:

- Complex Communication Needs Team (CCN)
- Speech and Language Therapist (SALT)
- Educational Psychologist (EP)
- Chadsgrove Outreach Team
- Complex Communication Needs Team
- Visual Impairment and Hearing Impairment Team
- School Health Services
- Behaviour Support Services
- Early Years Access and Inclusion
- Family Front Door/ Early Help

What training are the staff supporting children and young people with SEND had or having?

All staff receive training and regular updates with regards to SEND. This has included sessions on:

- Dyslexia
- Autism
- Speech and Language
- Team Teach/ behaviour support
- Emotion Coaching
- Physical development (gross and fine motor development)
- Sensory impairment (hearing/vision)
- Social and emotional well being
- Better Reading
- Rapid Reading
- Precision Teaching
- Clicker

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

Activities and school visits are available to all

- Additional staff may accompany in order that pupils with specific needs can access the activities and facilities
- Rest breaks will be planned in the case of pupils with physical needs
- Risk assessments are carried out and procedures put in place to ensure the safety and well being of all involved (additional staff or a parent may be asked to accompany)

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the site accessible to all
- Double doors in some parts of the building
- Single storey building
- Equality Diversity Plan

How will the school prepare and support my child when joining St. George's CE First School or transferring to a new school?

At St. George's we are very aware of just what an anxious time moving schools and indeed changing classes can be. We have a comprehensive package of support for both pupils and their families to enable pupils' transition to be as smooth as possible.

On entry:

- Parents/carers are invited to an induction meeting (Nursery and Reception)
- Nursery staff invite new pupils and their families into school for some extra transition visits and carry out home visits.
- Children 'new to Reception' take part in additional transition visits and transition week. Home visits may also take place for new families.
- A carefully planned induction programme allows for pupils to build up gradually to full time school e.g. children start mornings only and are introduced to lunchtimes before they are expected to stay for a full day.

Within school:

- Transition days/ Transition week in the summer term
- Meet the new teacher (for parents)
- Additional transition activities

Transition to Middle School:

- Staff meet with Middle school head of year/ class teachers/ SENCO
- Meetings arranged with Middle School SENCOs for parents as appropriate
- Pyramid Transition Days in July
- Year 4 Coffee Morning for parents and pupils (Middle schools invited)
- Additional visits for 'vulnerable' pupils

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- Further support or resources may be allocated following assessments by school staff or outside agencies
- Funding may be used to buy in specialist support

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

The progress of all pupils is monitored and tracked throughout the year. Where there are concerns, appropriate support and intervention will be put in place. Additional support can come in many forms but most commonly will include children receiving additional 1-1- or small group intervention for a specific time. Parents and carers will always be notified.

How will I be involved in discussions about planning for my child's education?

At St. George's all parents are encouraged to contribute to their child's education. This may be through:

- Discussions with class teacher
- Parents Evenings/consultations
- Meetings with the SENCO
- Home school planners
- Review meetings

Who can I contact for further information?

If you wish to discuss your child's special educational needs further or require any further information the please contact:

Mrs. T. Koser
SENCO/ Deputy Head
St. George's CE First School
Redditch
B98 8LU
01527 62263 office@stgeorges.worcs.sch.uk

From September 2018: Mrs. Malone will be the new school SENCO

Complaints: The schools complaints policy is available on the website or the school office
www.stgeorges.worcs.sch.uk

Further Information for parents: Local Authorities publish a Local Offer, setting out in one place information about provision that is available for children and young people who have special educational needs

Parents can find the Local Authorities Local Offer at:

<https://worcestershirelocaloffer.org.uk/#/directory>

Useful contacts:

Special Educational Needs Disabilities Information and Support Service (SENDIASS)

Telephone: 01905 768153

Email: sendiass@worcestershire.gov.uk