



## SEND Information Report September 2020



### What types of SEND do we provide for?

St George's Primary School is a larger than average mainstream school. At St George's, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those that we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEND), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage or treated less favourably compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.

### How do we identify and assess pupils with SEND?

At St George's we use the Assess, Plan, Do and Review Cycle to identify and assess pupils with SEND.

Assess – Pupil progress meetings are held termly; this is a meeting where class teachers meet with members of the Senior Leadership Team to discuss the progress of all children in their class.

Plan - Any children who are not making expected progress compared to the national average are identified and if necessary the most appropriate intervention/support program is selected.

Do – Interventions/Support Programs are implemented

Review – Pupil Progress is assessed termly, the effectiveness of the intervention/support program is reviewed and the cycle repeats.

### How will I be able to raise any concerns I may have and who do I contact in the first instance?

If you have any concerns about your child's progress or you think that your child may have special educational needs, you should speak to your child's teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo. The school SEND Governor can also be contacted, via the school office, for support (Alan Ward is our SEND governor) First point of contact is the Class teacher responsible for:

Ensuring Quality First Teaching expectations are in place as part of day-to-day teaching.

**Who is our special educational needs coordinator (SENDCO) and how can he/she be contacted?**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupils Progress targets/Individual Outcome support plans and sharing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO is Mrs. S Huxley – responsible for:

Developing and reviewing the school's SEND policy

-Co-coordinating all the support for children with special educational needs or disabilities (SEND)

-Ensuring that you are

i) involved in supporting your child's learning ii) kept informed about the support your child is getting  
iii) involved in reviewing how they are doing.

-Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

-updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

-Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Mrs. Huxley can be contacted via the school office.

The Head teacher – Mr. B Cassidy – responsible for:

-The day-to-day management of all aspects of the school; this includes the support for children with SEND

-The Head Teacher will give responsibility to the class teachers, but is still responsible for ensuring that your child's needs are met.

-Ensuring that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governors** – Mr. A Ward - Responsible for:

-Making sure that the necessary support is given for any child with SEND who attends school.

-Writing an annual report, in conjunction with the SENDCo, on SEND progress within school.

If you have a **formal complaint** regarding SEND provision that should be raised initially with Mrs Huxley as the School's SENDCO. If you are still unhappy this would then be escalated to Mr Cassidy and finally through Mr Ward the School Governor for SEND. Parents can get support from parent partnership/ WIRED (see details below) when raising complaints

## What is our approach to teaching pupils with SEND?

**Class teacher input**, via excellent targeted classroom teaching (QUALITY FIRST TEACHING Offer) For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo or an Outside Agency) are in place to support your child to learn. -Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

**Specific group work** Intervention which may be

- Run in the classroom or another designated area -
- Run by a teacher or teaching assistant (TA)

**Specialist groups run by outside agencies, e.g. speech and language specialist**

This means a pupil has been identified by the class teacher/ SENDCo as needing some extra specialist support in school from a professional outside school. This may be from outside agencies such as the Education Psychology Service or Speech and Language specialist.

**What could happen:**

- You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means professionals as needing a particularly high level of individual or small-group teaching will have identified your child.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. **For your child this would mean**

- The school (or you) can request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process that sets out the amount of support that will be provided by your child.

	<p>-After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.</p> <p>- If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. -The EHC plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be in place. It will also have long and short-term goals for your child.</p> <p>-The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>-Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through excellent Quality First Teaching.</p> <p>-Support staff, under direction of the class teacher, can adapt planning to support the needs of your child where necessary.</p> <p>-Specific resources and strategies may be used to support your child individually and in groups.</p> <p>-Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.</p> <p>If a child has been identified as having a special need, they will be given an Person Centred Plan (PCP) and in some cases an Outcome Support Plan (OSP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENDCO three times per year. OSPs will be discussed with parents at Parents' Evenings and copies are available online via School Pupil Tracker.</p> <p>If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.</p>
<p><b>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</b></p>	<p>We endeavour to enable children with SEND to have full access to all activities including extra-curricular activities and school trips that are available to all our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised.</p> <p>In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.</p> <p>Where appropriate, we try to prepare children in advance for any new environment or situation.</p>

**How do we consult parents of pupils with SEND and involve them in their child's education?**

If we feel your child has SEND we will arrange a meeting to discuss this with you and how we will support your child. You will be asked each term to share your views on how you feel your child is doing and to contribute towards their OSP. Children who receive Pupil Funding Agreement (PFA) or have an Educational Health Care (EHC) plan will also have an Annual Review which parents are invited to attend.

**How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parents' Evenings.
  - Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENDCO by contacting the school office.
  - You will receive a copy of your child's reviewed O.S.P if appropriate
- How will you help me to support my child's learning?**
- The class teacher may suggest ways of how you can support your child.
  - The SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
  - If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

**How do we consult pupils with SEND and involve them in their education?**

The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEND at any time, by speaking to their Teacher, TA or the SENDCo.

**How do we  
assess and  
review pupils'  
progress towards  
their outcomes?**

Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed in the following ways:

Termly reviews – progress against targets will be assessed and targets and interventions will be adapted if needed. Where necessary, children will have an outcome support plan based on targets set by the class teacher. Targets are set to accelerate learning and close the gap. Progress against these targets will be reviewed termly; parents and children will be consulted as part of the review process, evidence for judgements assessed and a future plan made.

Termly review with the Head Teacher, SLT and SENDCo every term in reading, writing and numeracy.

In addition

- At the end of each key stage (i.e. at the end of year 2 and 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally. - The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. - Regular learning walks, lesson observations will be carried out by the SENDCo, SLT and Head Teacher to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Where the SEND provision does not enable a child to make adequate progress, we work with parents and carers to request an assessment for a Pupil Funding Agreement (PFA) or Education, Health and Care Plan. (EHCP)

**How do we support pupils moving between different phases of education?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from another school:**

- The class teacher will visit pre-schools when appropriate
- If your child is helped by a book/passport to support them moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- Information from the previous school will be passed and used by the class teacher to support the transition and if required meetings between the two settings will be conducted.

**If your child is moving to another school:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child is helped by a book/passport to support them moving on, then one will be made for them.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- enhanced transition activities will be planned, where necessary, for children who find transition difficult.

**In Year 6:**

- The class teacher/SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school.
- You will be able to have a meeting with the SENDCo of the child's secondary school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

**Pupils with medical needs**

If a pupil has a medical need then a detailed Individual Health Care Plan is compiled, this may be with support from the school nurse, in consultation with parents/carers. These are discussed with all staff that are involved with the pupil.

- Staff receive annual epipen and asthma training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- Most staff have basic first aid training.

**How do we support pupils with SEND to improve their emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through SMSC Personal, Social and Emotional Education (PSHE) and Circle Time. However, for those children who find aspects of this difficult we offer

**Mentoring Groups**

Lunchtime and Playtime support through planned games and activities Social games to play Social talking groups

Small group Learning Mentor sessions

Additional Meditation/Relaxation sessions

ADHD Foundation Therapeutic sessions

Mental Health Support Team 1:1, small group support

Zumos App

If your child still needs extra support, with your permission the Learning Mentors will access further support through the TAF process (team around the family)

We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.



**What expertise and training do our staff have to support pupils with SEND?**

The SENDCo's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues. Individual teachers and support staff attend courses run by outside agencies that are relevant to the needs of specific children in their class and to ensure the effective delivery of specific intervention programmes.

Different members of staff have received training related to SEND. These have included sessions on:

- Effective classroom support, class based intervention
- Lexia Reading Programme
- Education Endowment Foundation Working effectively with other adults
- How to support pupils on the autistic spectrum, ADHD, Dyslexia
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- TAs specialise in the delivery of Orrets Meadow outreach programs for Literacy and Maths

**Learning Mentors:**

We have Learning Mentors in school who are trained to deliver a range of programmes to support children and families with their emotional wellbeing.

**How will we secure specialist expertise?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

**School Funded Provision delivered in the school:**

- Talk About Town Speech and Language Programme
- ADHD Foundation
- Educational Psychology Service

**Local Authority Provision delivered in the school:**

- Educational Psychology Service SALT (Speech and Language Therapy)
- Autism and Communication Team
- Educational Welfare Officers (EWOs)
- Social Services
- Hearing/Visual Impairment Services
- Family Support Workers
- Special Educational Needs Assessment Advice Team (SENDAAT)
- Child Protection Advisors

**Health Provision delivered in school:**

- School Nurse
- Community Paediatrician
- Occupational Therapy
- Physiotherapy
- CAMHs
- MHST

**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 building accessible to all.
- toilets adapted for disabled users.
- wide doors in some parts of the building.
- a lift in the main building
- a shower/toilet room at Lower Site

<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.</p> <ul style="list-style-type: none"> <li>• The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if they have raised a concern at another time during the year.</li> <li>• Resources may include deployment of staff depending on individual circumstances.</li> </ul>
<p><b>How is the decision made about how much support my child will receive?</b></p>	<p>These decisions are made in consultation with class teacher, SENDCO and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.</p> <p>If a child has an Education Healthcare Plan (EHCP) or an IPFA (Individual Pupil Funding Arrangement), support received will be guided by the Local Authority</p>
<p><b>How do we evaluate the effectiveness of our SEND provision?</b></p>	<p>Reviews of SEND provision take place termly; the effectiveness of interventions and support is assessed and adaptations made where necessary.</p> <p>Intervention and Support is tracked using Scholarpack</p> <p>Evaluation of SEND provision is also an integral part of the school teaching and learning reviews that take place termly.</p>
<p><b>How do we handle complaints from parents of</b></p>	<p>In the first instance, speak to your child's class teacher.</p> <p>If you are still concerned, you should speak to the SENDCO: Mrs. Huxley.</p> <p>If you are still concerned you should speak to a member of the Senior Leadership Team.</p> <p>You may also contact the governors through the complaints procedure.</p>

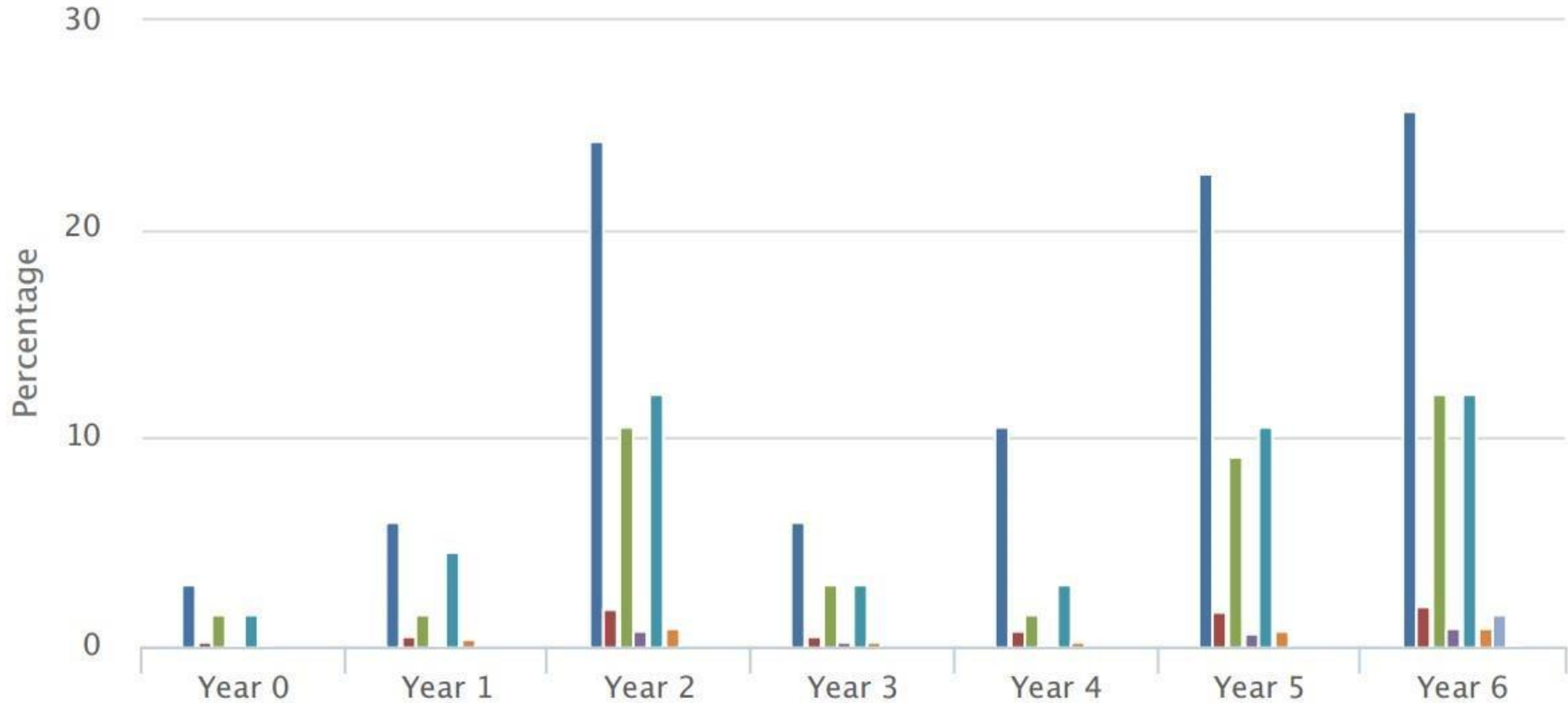
<p><b>children with SEND about provision made at the school?</b></p>	
<p><b>What support services are available to parents?</b></p>	<p>Wirral SEND Partnership</p> <p><a href="http://www.parentpartnership.org.uk/">http://www.parentpartnership.org.uk/</a></p> <p>Wirral Parent Forum WIRED</p> <p>More information on what support services are available can be found on the Wirral Local Offer Website</p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>More information on what is available to children with SEND and their parents/carers in Wirral can be found on the Wirral Local Offer website:</p> <p><a href="https://www.wirral.gov.uk/schools-and-learning/special-educational-needs-and-disability/local-offer">https://www.wirral.gov.uk/schools-and-learning/special-educational-needs-and-disability/local-offer</a></p>

Written: September 2017

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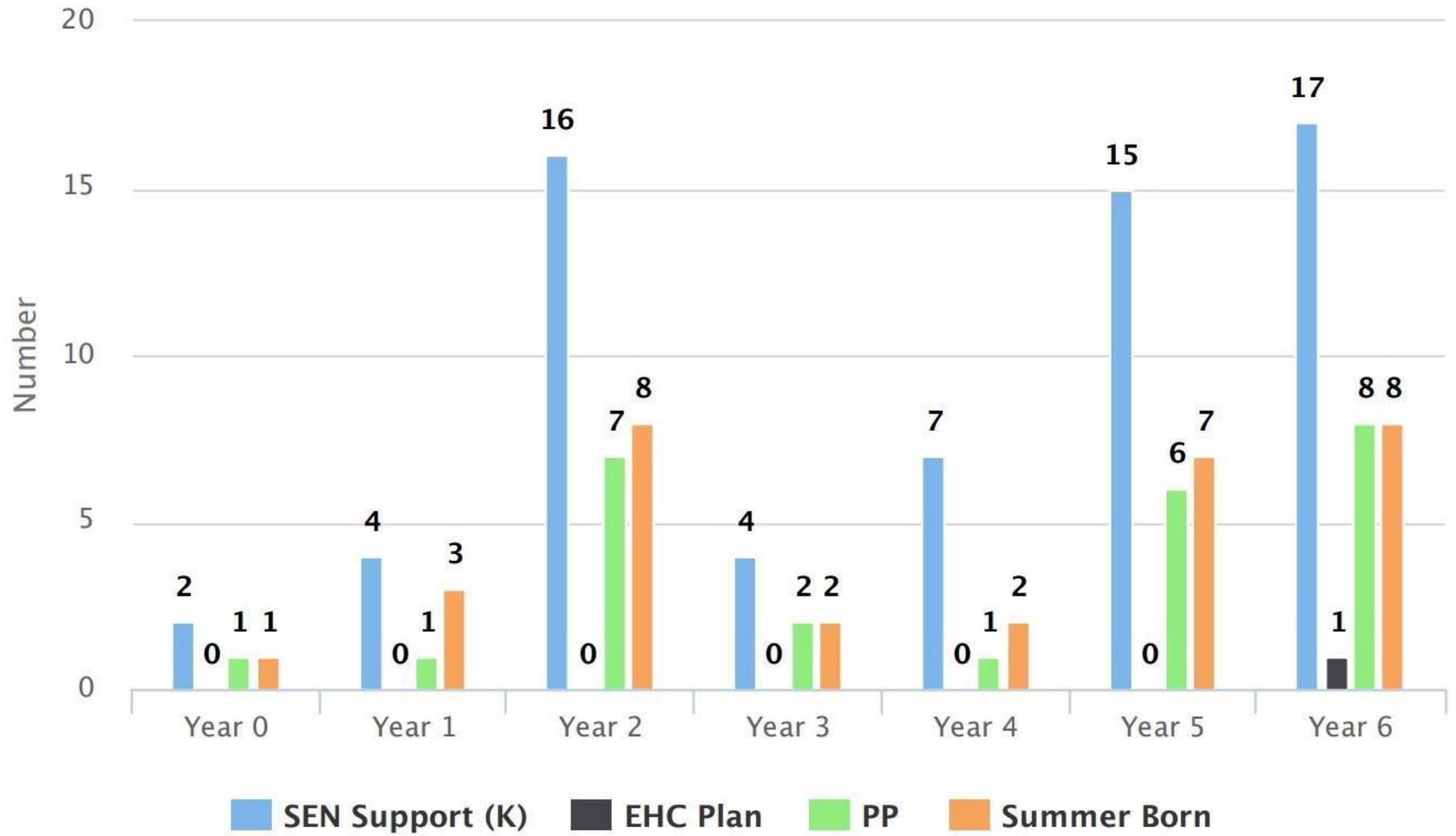
**Appendix A**

**SEND Profile at St George's**  
**SEN Percentages**

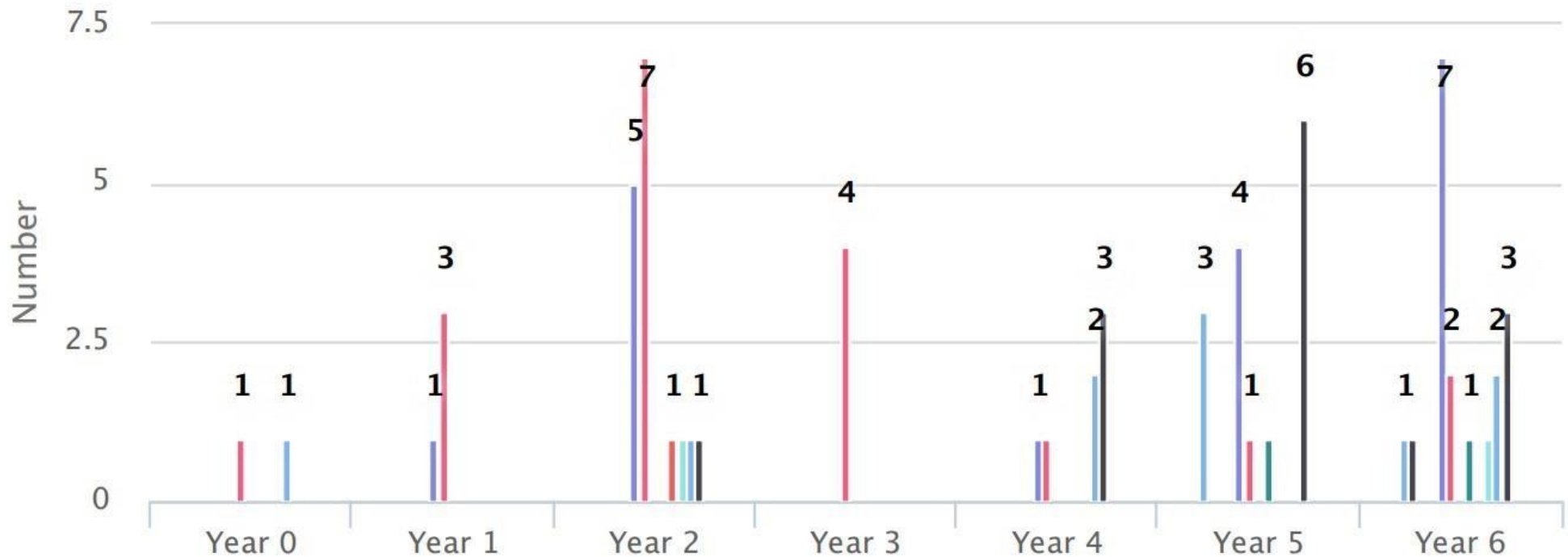


■ SEN Support % of School SEN   
 ■ SEN Support % of School   
 ■ PP % of School SEN  
■ PP % of School   
 ■ Summer Born % of School SEN   
 ■ Summer Born % of School  
■ EHC Plan % of School SEN   
 ■ EHC Plan % of School

# SEN Groups Count



# SEN Groups



- Specific Learning Difficulty
  Moderate Learning Difficulty
- Severe Learning Difficulty
  Profound and Multiple Learning Difficulty
- Social, Emotional and Mental Health
  Speech, Language and Communication Needs
- Hearing Impairment
  Visual Impairment
  Multi-Sensory Impairment
- Physical Disability
  Autistic Spectrum Disorder
  Other Difficulty/Disability
- SEN support but no specialist assessment of type of need

# SEN Attendance

