



# St George's C. E. Primary School



## Special Educational Needs Information Report 2023 - 2024

**Approved by: Governors**

**Review Date: November 2024**

## Vision Statement



Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'EVERYONE matters, EVERYONE achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other as equal human beings and celebrating our differences.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'  
Mother Teresa.

## **SEN Information Report 2022**

St George's C of E Primary School is a maintained primary school and nursery supporting children from 3-11yrs and has 557 pupils on roll. Our school motto 'Everyone Matters, Everyone Achieves' is at the heart of everything we do and believe. Our aim is for all children to be happy, confident learners who achieve their full potential.

We ensure that the needs of all children are promptly assessed and addressed. These include those with all levels of special educational needs (SEND), pupils with English as a second language and disadvantaged pupils.

Our SENDCo is Holly Evans and our Assistant SENDCo is Lucy Owen. They can be contacted by phone on 01952 387750 or by email on [SENDCo@stgeorgesschool.org.uk](mailto:SENDCo@stgeorgesschool.org.uk).

The report is based on the requirements set out in:

- [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
- [Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)
- [Section 69 of the Children and Families Act 2014](#)

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### **What kind of needs are currently provided for at St George's?**

St George's currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction. For example: Autism Spectrum Disorder and Speech and Language difficulties
- Social, Emotional and Mental Health difficulties. For example: Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs. For example: hearing impairments.
- Cognition and Learning. For example: dyslexia and Developmental Coordination Disorder

### **How do you identify if my child needs extra help?**

All our staff within the school are trained to identify if a child has any specific additional needs. When teachers are concerned, they will consult with parents and ask for their views then liaise with a member of our SEND Team (Mrs Holly Evans or Miss Lucy Owen) who will complete an initial assessment to identify what barriers there are to learning and which areas your child is struggling with. If it is decided that your child requires extra help, staff will work closely together to plan a programme of support to meet your child's needs. Your child's progress will be regularly reviewed and appropriate action taken. Where such discussions take place, parents will be consulted and asked for their views.

The process outlined above will be evidenced on a Learning Plan using Edukey Provision Map and will be reviewed termly and relevant staff will discuss the progress your child has made with you and any further action required during your termly Parents Consultation. In some circumstances, where expected progress has not been made, we will look to plan more support or look at advice from external agencies such as an Educational Psychologist, our Learning Support Advisory Teacher, behaviour support etc.

### **Who can I contact if I have any questions or concerns about my child?**

Your child's class teacher should always be your first point of contact; they will be able to answer most of the questions. However, if they cannot, they will talk to the relevant members of staff and contact you to discuss it further.

If you wish to talk about a more specific special need, then our SENCO (Mrs Holly Evans) can contact you to go through any issues.

### **How will I know if you are supporting my child and how is this communication continued?**

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.

- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We hold termly parents' consultations for all pupils and this is an opportunity to talk to the class teacher about progress made. If your child has specific interventions through an Inclusive School Forum (ISF) plan or Education, Health and Care Plan (EHCP) this will also be reviewed annually with you, your child, the teacher and SENCO.

All children on the SEND register will have a Learning Plan via Edukey Provision Map. On here, parents can communicate with their child's class teacher or the SENDCo.

If, at any point, you wish to meet with the SENCO or class teacher, just let us know and we will arrange this as soon as possible.

### How do you assess and review the child's progress towards outcomes?

We follow the graduated approach and the four-part cycle of assess, plan, do and review. All children who are formally on the SEND register will have a Learning Plan on Edukey Provision Map. This will detail their current targets and the interventions and provision provided to them. This is reviewed on a termly basis and will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

We evaluate the effectiveness of provision by:

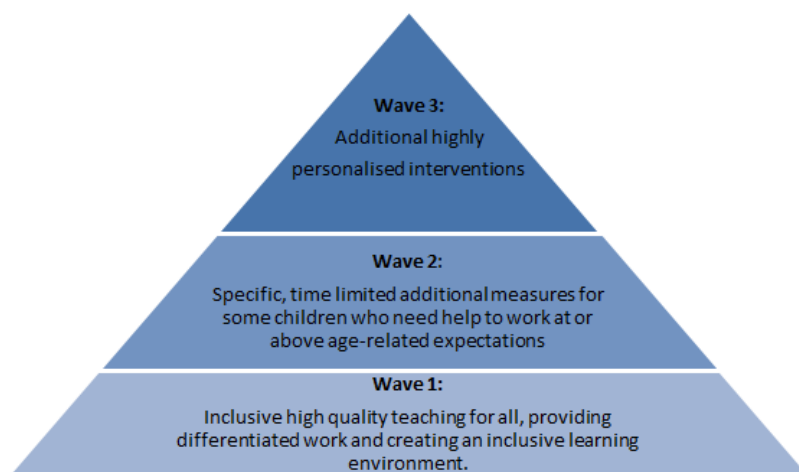
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a term – although this may be more regular if it is felt it is needed
- Using pupil questionnaires
- Holding annual reviews for pupils with EHC plans

### How do you listen to the pupils' views?

As part of our Assess, Plan, Do and Review process, we create a Pupil Passport with each child on the SEND register. This enables us to find out what works well for the child and their views about what they find difficult. We also complete regular Pupil Voice questionnaires using a sample across each year group. We then use the findings from this to help us with our provision.

### How do you meet the needs of children with SEND?

In accordance with the SEND Code of Practice 2015, we adopt a graduated response to SEND provision dependent on the individual child's needs. We use a three-tiered approach to classify educational needs which is illustrated below:



We believe the children learn best with the rest of their class. All children are taught by their class teacher and have various opportunities in the week to work with an adult and to work independently. We aim to provide additional support to enable the child to reach their potential but without developing a learned dependence upon an adult.

### What interventions are available at St George's?

First and foremost, we believe that all children should have access to high-quality teaching in the classroom with their Class Teacher. All teachers are teachers of SEND and are responsible and accountable for the progress and development of all the pupils in their class.

If we feel a child needs additional support beyond the universal offer, the following interventions are available at St George's:

<b>Maths and English</b>	<b>Speech and Language</b>	<b>Attention and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and motor skills</b>
SNIP Max's Marvellous Maths Beat Dyslexia Memory Group Toe by toe	Talk Boost Pre/Post teach groups of targeted language Wonderful Words	Attention Bucket Listen with Lucy Socially Speaking	Small, focused group sessions Social stories Circle of Friends Drawing and Talking	Sensory circuits Speed Up Write from the start Occupational Therapy resource pack

Precision Teaching Write from the Start Pre/Post teaching groups	ELKLAN Black Sheep Press Any specific 1:1 interventions planned by Speech and Language Therapists	Circle of Friends	Sand Therapy Lego Build to Express ELSA Mental Health First Aiders Gardening Nurture Group My Hidden Chimp	Cool Kids Touch Typing
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### What adaptations are made to the curriculum for children with SEND?

All teachers have received training around adaptive teaching. Our curriculum adaptations vary depending on each individual child's needs. We make adaptations so that all children can access learning. These include:

- Chunking the lesson into small parts
- Scaffolding such as: sentence starters; use of Widgeit Software; and word banks.
- Providing visuals such as finger spacers
- Coloured overlays to help with reading
- Wobble cushions
- Adapted scissors
- Different type pencils depending on finger grips
- The use of Clicker 8 to help with reading

There are various strategies that teachers will use to ensure that the children are able to achieve the outcome for each lesson.

### What training have staff received in relation to the needs of the pupils?

Our SENDCo, Holly Evans, is a Qualified Teacher and has completed the National Award in Special Educational Needs Coordination. As part of this, she also achieved a Postgraduate Certificate in Vulnerable Learners and Inclusion from Bath Spa University. She has also completed Level 3 ELKLAN (Speech and Language) and is a Drawing and Talking Practitioner. Currently, she has 4 days a week to coordinate SEND provision.

Our Assistant SENDCo, Lucy Owen, is a Qualified Teacher and is currently completing the National Award in Special Educational Needs Coordination. She has also completed Level 3 ELKLAN (Speech and Language). Lucy is also our Lead Practitioner for children with Autism Spectrum Condition. Currently, she has 5 afternoons to coordinate SEND provision.

We have a team of 26 Teachers (including the Senior Leadership Team and the SENDCo), 26 Teaching Assistants and 5 Higher Level Teaching Assistants (HLTAS) who are trained to deliver SEN provision.

**In the last academic year, we have received training on the following:**

Makaton in our Early Years Foundation Stage;

Little Wandle Phonics – catch up and keep up interventions;

Speech and Language workshops by Shropshire Community Health – including Visuals; Attention and Listening; and Contrastive Pairs;

Future In Mind – Eating Disorders; Self-Harm; and Core Emotions;

Emotional Literacy Support Assistants Supervision with the Educational Psychologist;

Talk Boost – Early Years, Key Stage One and Key Stage Two;

We have received support from The Bridge Outreach who have provided us with training around Intensive Interaction; Drama Games; and the use of visuals;

The SEND team regularly attend SEND network meetings with the Local Authority.

### **How are pupils with SEND supported in accessing sports and extra-curricular activities?**

St George's prides itself on being a fully inclusive environment. All our extra-curricular activities and school visits are available to all children, including our breakfast club. All pupils are encouraged to go on residential trips and to take part in sports days, school plays and any special workshops. No pupil is ever excluded from taking part in these activities because of their SEND. Our Accessibility Plan can be found on our website and there is also a link at the bottom of this report. This covers improving the physical environment to enable disabled pupils to take better advantage of education, facilities and services that we provide as well as improving the availability of accessible information to disabled pupils.

### **How is St George's School Accessible for children with additional physical needs?**

St George's is fortunate to be all on one level, so we are accessible across the whole school. We have four disabled toilets. We have a ramped facility in the reception class to support all learners to access the environment.

To support access to learning, we will adapt our teaching approach to support any child's learning. For example, a change in seating in their class, using overlays to support their reading or visual or hearing aids to help them to learn.

### **What are the admission arrangements for children with SEND?**

Children with an EHCP can make preferences for a mainstream and special school. Telford and Wrekin Local Authority will then consult with us to determine if we can meet the needs of the child or if:

- The placement would be incompatible with the efficient education of the other children with whom your child would be educated, or
- The placement would be incompatible with the efficient use of resources

All pupils with an EHCP who name our school will be admitted before any other places are allocated. When we are oversubscribed, the priority of admission will be given to those with an EHCP first.



### **How do you encourage positive mental health and wellbeing?**

At St George's, we aim to promote positive mental health for all members of our school. We are proud to have achieved our 'Wellbeing Awards for Schools'; we provide a supportive and caring ethos at a universal level – our school motto 'Everyone Matters, Everyone Achieves' is at the heart of everything we do. There may be times where children require additional support with their mental health. The SEND Team (Mrs Holly Evans/Miss Lucy Owen), the Pastoral Lead (Mrs Abbi Jervis) and Mental Health Lead (Miss Rebecca Mogg) will liaise and decide on next steps including the necessary support within school whilst also including the wishes of parents/carers.

### **If my child has medical needs, how will they be supported?**

If you make us aware of any medical needs, we will work with you to gather as much information as possible. We will liaise with any medical professionals you are involved with to help us with advice and guidance. Depending on the medical need, some of our school staff may need additional training to support your child and we will try to accommodate this request in line with the medical professional advice. E.g., diabetes or EpiPen training, asthma etc. This may then form an Individual Health Care Plan. Please see our Medical Conditions Policy for further information.

We have access to the school nurse service (The Healthy Child Programme) where support and advice on how to make reasonable adjustments to medical needs can be sought.

### **How will you prepare my child when starting at St George's or moving on to another school?**

If you are joining us from a nursery or another school, we ask that you contact us by calling 01952 387750 or emailing [admin@stgeorgesschool.org.uk](mailto:admin@stgeorgesschool.org.uk) so we can gather information about your child. We will then arrange induction visits and meetings to help you and your child prepare for this change, prior to your child starting at St. George's.

We may ask to visit your child's current setting to enable us to have a greater understanding of the needs of your child and to make the transition as smooth as possible.

When your child moves onto another setting mid-year or for a secondary placement, we will talk through any concerns you may have. We have close links with many of the Telford and Wrekin schools in the area, especially our secondary schools.

Wherever possible, our secondary schools will come to visit St George's to meet your child and to gather as much information as possible from the class teacher and/or SENDCo, if required. Your child will be given the opportunity to visit their new school and meet their teachers. All your child's paperwork will be securely passed on once they are at their new school following GDPR guidelines.

If you have any questions, please speak to your child's class teacher or pop into school for a chat.

### **What should I do if I have a complaint?**

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. If the issue cannot be resolved, it may then be relevant to discuss the issue with the SENDCo (Mrs Holly Evans). If necessary, please arrange to speak to the SENDCo through the school office.

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

We have access to a wide range of services provided by the Local Authority and external partners. These include:

- [Educational Psychologists](#)
- [Learning Support Advisory Teachers](#)
- [Behaviour Support Advisory Teachers](#)
- [Speech and Language Therapy](#)
- [Occupational Therapy](#)
- [Midlands Partnership foundation Trust \(MPFT\) who provide Mental health services like BEE U, Kooth and Healios.](#)
- [The Bridge Outreach – accessed by the Inclusive School Forum](#)

Further information of these services and other aspects of SEN support can be found at Telford and Wrekin's [Local Offer](#).

### **Contact details of support services for parents:**

[Telford and Wrekin Local Offer](#)

[Parents Opening Doors \(PODS\)](#)

[Telford IASS](#)

[Beam](#)

[PEGS \(Child to parent abuse\)](#)

[Telford Children's Autism Hub](#)

### **Links with other policies and documents**

This information report also links to our policies:

[SEND Policy](#)

[Accessibility plan](#)

[Equality Policy](#)

[Supporting pupils with medical conditions](#)

[Alternative Provision Policy](#)

If you require a paper copy of any of our policies, please ask at the office.

### **Monitoring arrangements**

This information report will be reviewed by Holly Evans (SENDCo/Inclusion Manager) annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.