



St. George's Catholic Primary School

SEND (Special Educational Needs and Disability) Information Report 2022-23

Who is responsible for SEND at St. George's?

Headteacher Mrs. G Gittins responsible for:

The day to day management of all aspects of the school, including the provision made for pupils with SEND.

SEND Governor Mrs. M Hayes responsible for:

Supporting school to evaluate the provision for pupils with SEND.

SENCO Mrs. S Holmes responsible for:

Day to day operation of SEND Policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, the Children and Families Act (2014) and SEND Code of Practice (2014).

Class teachers responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils.

Checking on the progress of children and identifying, planning and delivering any additional support.

If you have concerns about your child, you should speak to your child's class teacher first.

Increasing Accessibility – Getting about

- We are an inclusive school. 10% of our pupils have additional needs.
- Our school building is accessible by wheelchairs. There is 1 disabled toilet in school. A ramp with a handrail from the Reception Classroom leads to the EYFS outdoor learning area and the KS 1 playground.

- We have support from outside agencies including: VI (Visual Impairment) and HI (Hearing Impairment) teams to provide appropriate equipment for specific pupils e.g.: writing slope, laptop, adapted scissors, radio microphone, braille machines etc.
- Risk Assessments are carried out for children with specific needs to ensure they are safe and well supported while being as independent as possible and accessing a broad curriculum.
- All school information is available on request and the font size can be changed for most policies and documentation. We can also accommodate braille users.
- We are supported by bilingual parents and staff who can translate for parents who do not speak English.
- We use visual timetables to aid independence and use symbols for specific children.

Teaching and Learning - How skilled are staff in meeting the needs of my child?

How will teaching be adapted to suit my child?

- There is regular staff training around additional needs. Recent training has included: meeting the needs of autistic children in mainstream, Read, Write, Inc, Numicon, and Safeguarding and Child Protection.
- We have staff with specialised expertise and qualifications including: Special Needs, Specialist Speech and Language Assistant and First aiders.
- Our SENCo works with SENCos from other local primary and special schools to share best practice and keep up to date with local and national initiatives to support our SEND pupils.
- Teachers are skilled at adapting teaching to meet the wide range of needs in each class. Differentiation ensures that all students can experience success and challenge in their learning.
- Teaching Assistants support whole classes, small groups or individual children. They work with a long-term goal of developing independent learning skills. Careful monitoring ensures all children are supported while not becoming reliant on adult support.
- We have partnerships with outside agencies that can offer assessment, advice, resources and support to staff and pupils.

Assessment - How do teachers know what my child needs?

How can I find out how well my child is doing?

- Our SEND policy (available on the website) sets out how we assess and identify special educational needs.
- Ongoing monitoring identifies any pupils not making expected progress or having difficulty accessing the curriculum.
- Termly provision maps for each year group detail the intervention which is time-limited.
- Some children with special needs require specific support. After discussions with staff and parents, additional support may be put in place. This may be specific intervention (small group or individual time limited support e.g. speech and language programmes, phonics intervention, nurture group, mathematic and English groups, 1:1 support at lunch play etc.) or resources (a visual timetable, an ACE spelling dictionary, air cushions, coloured overlays for reading, braille equipment etc.)

- Outside agencies are consulted to support the assessment of specific children, e.g. Visual Impairment team, Educational Psychologist, Learning Support Team observes a child in class to assess their approach to learning, the autism team meets key staff to ensure an autistic pupil has the right support in place.
- Additional support is recorded each term in IPMs (Individual Provision Maps). These include short term achievable targets for key areas of learning and behaviour and recommendations from external agencies as well as progress and outcomes from intervention.
- Formal review meetings are held, when needed, at which support, and access arrangements can be reviewed and updated.
- Pupils with an EHC Plan have an annual review. Parents and outside agencies are invited to this meeting which is held in school.
- Some children may need special arrangements (extra time, modified test papers) in test situations. This will be provided for in-house tests and applied for according to national criteria for the Year 2 and Year 6 statutory Tests.
- Teachers and senior managers work together to analyse and review provision and the progress data of the children on the SEN register.

Health and Well-Being

What about if my child has a medical condition?

- Children with a specific medical condition /diagnosis have a Care Plan. This is drawn up in consultation with Parents/Carers and specialist medical staff. The plan outlines the condition, what to do in an emergency and key contacts. They are available to all staff and are reviewed at least annually.
- Some children need additional support at lunch time or play or with personal care and this is offered on an individual basis
- Additional support is provided for children with specific conditions.
- If a child needs daily medication a form is completed in the office, medication is kept in the medical room and for some tablets a book is double signed, and tablets counted.
- Epi-pens are individually named and kept in the school office. All staff have undertaken epi-pen training.
- We have an allocated school nurse (Nursing Team: 01905 681909). Parents are welcome to contact a member of the team.
- We have excellent links with outside medical agencies e.g.: Community Pediatricians, Speech and Language therapists.

Communicating with Parents

What arrangements are there for consulting and involving parents of children with SEND?

- We have an open-door policy in school, parents and carers are always welcome to come in and speak to members of staff about their children. Parents are actively encouraged to be partners in their child's education through informal discussions, telephone or e-mail contact, target reviews and meetings. We offer parents' meetings in the Autumn and Spring terms to discuss children's progress when parents receive a written summary. At the end of the Summer term there is an annual report.
- The SENCo is available every Wednesday afternoon and is always available at Parents' Evenings. For meetings at any other time please contact the school office.
- Individual Provision Maps are shared with parents termly and targets discussed.

- Children with an EHC Plan are involved in the annual review of that plan. These meetings are held in school and outside agencies are invited to provide reports and attend the meeting.
- Each year we hold Parents' meetings/workshops covering a range of subjects (Phonics, Maths etc.) as well as activity sessions for parents and their children.
- When children are assessed by outside agencies, parents are always consulted and invited into school to meet other professionals and discuss any reports.

What are the arrangements for consulting children and young people with SEND about and involving them in their education?

- All children regardless of SEND are involved in discussing their next steps. Children and young people with additional needs may have specific targets which are shared, discussed and worked upon with a range of staff involved in providing the additional support. Children's views about the additional support they receive, and perceptions of school life, are sought through the process of SEND monitoring.

Transition

How will the school help my child move to a new year group or to a different school?

- Excellent transition arrangements are in place for pre-school children from all settings. Enhanced transition plans are arranged on an individual basis.
- There are excellent transition arrangements in place for all pupils transferring to Secondary School
- Every child in Year 6 will have at least 1 'taster day' at their new school.
- The Year tutors of High Schools visit St. George's to meet our staff and the children.
- High School staff are also invited to the annual reviews of year 6 pupils with an Education and Health Care Plan.
- Some children with SEND need specific transition plans and enhanced transition arrangements, these are arranged on an individual basis and will always involve consultation with parents and relevant outside agencies such as Complex Communication needs team for those with autistic spectrum disorders (ASD).
- We send all relevant information and data to the new school.
- Throughout school, all teaching staff hold 'handover meetings' in the Summer term to discuss their new class. Any SEND is discussed, and paperwork transferred ready for the new school year. Some children produce personal passports (books which provide information about their next class) for their new class.

Support for Families - Is there support available for me?

- We have an open-door policy and are always available to meet Parents/Carers. We are here to listen and help in any way we can. We can help with paperwork, completing forms, explaining policies or procedures, supporting attendance, offering advice or information connected to school, special needs or family issues.
- We have an Early Intervention Family Support Worker who works with families and individual children. Parents/Carers can visit the Early Help Hub <https://www.worcestershire.gov.uk/earlyhelpfamilysupport> directly to find out the support available or by contact the school office and ask to speak to Mrs Gittins or Mrs Holmes
- To view the Worcestershire County Council Local Offer visit:
<https://www.worcestershire.gov.uk/sendlocaloffer>

Sensory Impairment Team
<https://www.worcestershire.gov.uk/WCFEducationServices/info/1/support-services/24/multi-sensory>

Telephone: 01905 843975

Child, Adolescent and Mental Health Service (CAMHS)
Worcestershire Royal Hospital, Charles Hastings Way, Worcester. WR5 1JG
Tel: 01905 760444

Early Intervention Family Support
<http://www.worcestershire.gov.uk/eifs>

What are the contact details of support services for parents of children with SEND?

Behaviour Support Team
Perryfields Short Stay School
Glebe Close,
St Johns, Worcester
WR2 5AX

Speech and Language Therapy Team
Children's Speech & Language Therapy Services
Franche Clinic, Marlpool Place,
Kidderminster, Worcestershire DY11 5BB
Tel: 01562 752749

Autism and Complex Communication Needs (CCN),
Email:
Autism@worcschildrenfirst.org.uk
01905 844328

School Nursing Team

Tel: 01905 681909

Special Services Section, Wildwood Way,
County Hall, PO Box 374 Worcester
Tel: 01905 766329

What are the arrangements for parents of children with SEND who may wish to complain about the provision?

- Parents who are unhappy with the provision offered within school are strongly encouraged to initially speak to the named SENCo regarding their concern or complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCo the parent would be directed to the Headteacher and the school's complaints procedure. Parents may also wish to contact the SEND Information, Advice and Support Service (previously known as Parent Partnership) for guidance and support.
- Website: <http://www.hwsendiass.co.uk/>
- Email: SENDIASS@worcestershire.gov.uk
- Helpline: 01905 768 153
- Write to: SENDIASS, Young People's Support Services, Tolladine Road, Worcester, WR4 9NB