



# *St. George's Catholic Primary School & Nursery*

## **Special Educational Need & Disability Information Report**

At St George's we strive to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their learning journey. Quality first teaching is vital; however, for some children, there are occasions when further additional support may be needed to help them achieve their targets.

St George's is an inclusive school and will offer a range of provision to support children with communication and interaction; cognition and learning difficulties; social, mental and emotional health issues; or sensory or physical needs. The range of support given will be tailored to individual need to maximise progress following thorough assessment. We promote children working towards becoming independent and resilient learners and support them to play an active part in school life.

The following information sets out the systems and procedures that are in place in our school.

### **1) How does St George's know if my child needs extra help?**

We will know if your child needs extra help when:

- Concerns are raised by you, staff or your child. If concerns are raised by staff, you will be consulted by your child's class teacher and a discussion will be held to ascertain your views and your child's views.
- Limited progress is being made by your child.
- There is a change in your child's behaviour or progress.

### **2.) What should I do if I think my child may have Special Educational Need or Disability (SEND)?**

- The class teacher is the initial point of contact for responding to your concerns.
- The class teacher may decide to involve the SENCO (Special Educational Needs Co-ordinator) at this point to discuss the concerns raised and a meeting may be held with you.

The definition of SEN as stated in the 2021 Special Educational Needs Code of Practice is as follows:

"A child has special educational needs if they have a learning difficulty that calls for special educational provision to be made for them."

"A child may be considered to have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that 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 authority.
- are under compulsory school age and fall within the definitions made above or would do so if special educational provision was not made for them."

### **3) How will St George's support my child?**

- Teachers will follow a graduated approach to enable all children to access the curriculum. This begins with quality first teaching, which may mean making reasonable adjustments to their teaching and/or the classroom environment to ensure all children are able to participate.
- If your child has needs related to more specific areas, then they may be placed in a small focus group or receive individual support to accelerate their progress. This will be run by a teaching assistant under guidance from a teacher. The length of time of the intervention will vary according to need and will be regularly reviewed.
- Progress meetings will be held regularly between the class teacher, Headteacher and SENCO to discuss and evaluate the progress of the children in their class.
- Occasionally a child may need more expert support from an outside agency, such as a paediatrician or speech and language therapist. In this instance, a referral will be made with your consent and forwarded to the appropriate agency. After a series of assessments, advice and/or a programme of support may be provided to the school and to yourself for use at home.
- Some children may require additional access arrangements for tests such as the SATs. Where appropriate, applications will be made for such arrangements to take place.

### **4) How will the curriculum be matched to my child's needs?**

- Teachers are aware of different types of learning profiles and will ensure their teaching is progressive and adaptive to meet the needs of all children within their class.
- When a child has been identified with SEND, their class work may be differentiated further by the class teacher to enable the child to access the curriculum more easily. Teaching assistants may be allocated to work with the child within a small group or on an individual basis to target more specific needs. Children will be exposed to their year group teaching but more scaffolding, support of adaptive questioning will allow children to access.
- If your child has been identified as having SEND, a plan will be formulated and targets will be set using a document called The Birmingham SEN Toolkit. The implementation of the plan will be reviewed regularly and you and your child will be involved throughout the process.
- Appropriate specialist equipment may be provided to some children to allow them to access the curriculum, e.g. a pencil grip, writing slope or visual aids.

### **5) How will I know how my child is doing and how will St George's help me to support them?**

- You will be able to discuss your child's progress at parents' meetings.
- Your child's class teacher will be available at the end of each day if you wish to raise any concerns or discuss any matter relating to your child's progress. If the teacher is not available for any reason, an appointment can be made.
- Appointments can be made to speak to the Headteacher or SENCO if required.

- The class teacher will suggest ways in which you can support your child at home.
- If outside agencies are involved, a meeting will be held to discuss ways in which you can support your child.

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

The school can offer your child a variety of pastoral support, including:

- All staff are available to listen to the views of children and take any measures necessary to ensure their well-being and happiness.
- Welfare assistants are available to monitor activities at lunchtimes and provide feedback to relevant staff as necessary.
- Openness, PSHE, RSHE and initiatives such as Play leaders support a safe environment for children to discuss and resolve issues.
- Playground Leaders are in place and new classes are trained annually. These children provide peer support to any children who may require assistance during playtimes.
- External agencies can be deployed where necessary.

**7) How will St George's support my child when they are beginning in the school, moving to another class or leaving the school?**

- For children who are beginning in Nursery class, the Nursery teacher carries out nursery visits discussions with new parents. New starter sessions are also held to allow the children to familiarise with their new learning environment and the staff that will be working with them. Regular shared activities between Nursery and Reception classes support the child's transition into full-time school.
- During the summer term, all children attend a transition session in their new classroom with the staff that will be working with them.
- Y6 children attend transition sessions in their new high school setting.
- Secondary staff visit the school to meet with the Y6 teacher and also choose to meet with the children.
- The current teacher and new teacher hold a transition meeting in which they discuss the progress and needs of every child, including the specific needs of children with SEND.
- Where appropriate, for children with certain additional needs, there may be further transition sessions planned.

**8) How does the school ensure that appropriate knowledge and expertise are available to support my child's needs?**

- Training needs are identified and sessions are held to increase staff's knowledge and understanding of SEND and to ensure they have the skills required to meet the needs of the school population.
- Staff take part in training sessions to keep up to date with systems and procedures for SEND.
- Specialist training is provided to enable staff to deliver specific intervention programmes.
- Additional adults are deployed around the school to support children with SEND based on the needs of the population of the school. This is regularly reviewed.

- The school works with a number of external agencies to seek advice and support to ensure that the needs of our children are fully understood and met. These can include (this list is not exhaustive):
  - Sefton Special Educational Needs and Inclusion Service (SSENIS)
  - Educational Psychology Service
  - Speech and Language Therapy Service
  - School Nurse
  - Paediatric Services
  - Occupational Therapy Service
  - OSSME – Autism Initiatives
  - Social Services

**9) How will St George's ensure provision for my child is effective?**

- Through our graduated approach we continually track and monitor the progress of all children, identifying and addressing needs as they arise. This is regularly reviewed by the class teacher and SENCO and further actions are taken as appropriate.
- Regular reviews of quality first teaching, SEND provision, interventions and use of additional adult support across the school allow us to monitor and evaluate the effectiveness of our practice.
- For children identified as having SEND, reviews are held to discuss progress and evaluate the provision that has been put in place. During these meetings, your views and your child's views are listened to, recorded and used to inform future provision.

**10) How does St George's make all opportunities in the school accessible to children with SEN?**

- We adhere to our Equal Opportunities Policy and promote inclusive practice in all opportunities that we offer to our children.
- We ensure that the curriculum is tailored to meet the needs of all children through our awareness and understanding of each individual child.
- We make use of specialist resources where appropriate in order to further support children with their learning.
- We ensure that, as far as possible and with appropriate support, all areas of the school building are made accessible for all children.
- At playtimes and lunchtimes, adults are deployed to ensure that all children are able to access and enjoy these activities.
- We aim to exceed the minimum adult to child ratio on school trips wherever possible. In addition to this, if children are identified as needing further support, extra adults will be deployed.
- Access arrangements in tests such as the SATs are implemented if required.