

SGSE SEN Information Report

<p>1. What do we mean by Special Educational Needs?</p>	<p>Many pupils need additional support at some stage in their school life, for many differing reasons. This may be for a relatively short period of time, or it may be throughout the time they are at school.</p> <p>Those pupils who receive support for an extended period of time, or need more intensive support, or have been identified with more complex needs will be included on the school's SEN register.</p> <p>The four main areas of need (as identified in the Pupils and Families Act 2014) are:</p> <ul style="list-style-type: none">• Communication and interaction <i>This would include pupils who find have difficulty in interacting with the people and the world around them.</i>• Cognition and learning <i>Pupils who find learning, thinking and understanding harder than most other pupils.</i>• Social, mental and emotional health <i>Pupils who may experience difficulty in managing their emotions, behaviour in a way that affects their daily life.</i>• Sensory and/or physical <i>Pupils who have a disability that may make it difficult for them to manage their everyday life without change or support</i> <p>At St George's School we support/have supported pupils across this range of needs and are happy to talk to you about what these four areas mean in more detail, or discuss the particular needs of your child.</p>
<p>2. What should I do if I think my child has special needs, who should I talk to in school?</p>	<p>Your first point of contact will be the Class Teacher (Lower School) or Form Tutor (Upper School).</p> <p>The class teacher/form tutor will discuss your concerns with other staff, these may include:</p> <p>In Upper School:</p> <ul style="list-style-type: none">• Subject teachers• Head of House – Each Head of House looks after four tutor groups.• Head of Faculty – Each Head of Faculty has responsibility for their curriculum area.• SENCOs –<ul style="list-style-type: none">○ Mrs J Love (Mon – Fri),○ Mrs H Hughes (Mon, Tues, Thurs)

	<p>In Lower school:</p> <ul style="list-style-type: none"> ○ Mrs Shaw, Head of Lower School and Mrs Sadiq Deputy Head of Lower School ○ Lower School SENCo – Mrs C Burrows
<p>3. How does the school identify if my child has special needs?</p>	<p>There is no one single answer to this question. It will depend on your child and their particular needs. We use a variety of ways to assess pupils' needs and review their progress. These include (in no particular order);</p> <ul style="list-style-type: none"> ● Discussions between staff in school ● Observations of your child ● School based test results ● Discussions with you ● Discussions with your child ● Specialised assessments carried out by members St George's Specialist support team. ● Information from previous schools/settings ● Discussions with other professionals who have worked with your child, for example paediatrician, speech and language therapist, occupational therapist, physiotherapist. <p>Pupils' progress is continually reviewed and teaching is continually adapted to meet the differing needs of learners. At the end of each term a more formal review of every pupil's progress is made. If your child is not making the expected progress, or is working significantly below the expected level, we would investigate reasons for this and identify if any additional support is needed. Additional support may be in class or in targeted intervention groups. If a targeted intervention group is required, you would be informed in writing and your child will be added to the SEN register.</p>
<p>4. How will the school support my child?</p>	<p>All staff, who need to know, will be informed about your child's individual needs and will adapt their lessons to meet these. Teachers have experience and are trained to do this. This means your child can fully access the lessons. Within school there are a variety of staff roles to help us support your child within class. Some learners may be offered additional help and support through targeted interventions or additional subject support to meet their identified individual needs. Some learners may require more specialist support, such as advice from Specialist Dyslexia teachers or Speech and Language therapists.</p> <p>In Upper School:</p> <p>Learners are tracked throughout Key Stage 3, and when your child is approaching the end of this phase, if we think it appropriate, we will formally assess their needs and apply for examination access arrangements, according to the Joint</p>

	<p>Council for Qualifications regulations. EHCs and Statements will inform this process alongside the views of teachers and evidence from assessments.</p> <ul style="list-style-type: none"> • Communication and interaction <i>This would include pupils who have difficulty interacting with the people and the world around them.</i> • Cognition and learning <i>Pupils who find learning, thinking and understanding harder than most other pupils.</i> • Social, mental and emotional health <i>Pupils who may experience difficulty in managing their emotions, behaviour in a way that affects their daily life.</i> • Sensory and/or physical <i>Pupils who have a disability that may make it difficult for them to manage their everyday life without change or support</i>
<p>Communication and Interaction</p>	<p>In Lower School:</p> <ul style="list-style-type: none"> • Speech and Language therapy (1:1, pairs or groups) <ul style="list-style-type: none"> ○ Where Speech and Language is specified on an EHCP or Statement, and pupil placement is supported by the Local Authority, this will be provided in school. Disclaimer under S&C • Social Thinking Programme • Play Better Games • Language for thinking • Targeted questioning based on Test of Abstract Language Concepts • Joffe word mapping strategy • Comic strip conversations • Social stories • Social mapping of expected and unexpected behaviours • Clicker 7 with widget symbols <p>In Upper School:</p> <ul style="list-style-type: none"> • Speech and Language therapy (1:1, pairs or groups) <ul style="list-style-type: none"> ○ Where Speech and Language is specified on an EHCP or Statement, and pupil placement is supported by the Local Authority, this will be provided in school. Disclaimer under S&C • Social Thinking Programme • Comic strip conversations • Social stories • Social mapping • Clicker 7 with widget symbols

<p>Cognition and learning</p>	<p>In Lower School:</p> <ul style="list-style-type: none"> • Precision teaching of reading and spelling • Mind mapping • Cued Spelling • Blitz! Reading and writing programme • Nessy Reading and Spelling Programme • Cogmed Working Memory Programme • Accelerate/Accelewrite • Clicker 7 • Nessy Fingers touch typing programme • Specialist teaching <p>In Upper School:</p> <ul style="list-style-type: none"> • Precision teaching of reading and spelling • Mind mapping • Accelerated Reader • COGMED Working Memory Programme • Clicker 7/Write on Line • Touch typing programme
<p>Social, mental and emotional</p>	<p>In Lower School:</p> <ul style="list-style-type: none"> • Social mapping of expected and unexpected behaviours • Social stories • Emotion scales to build self-awareness • Social thinking programme • Lunchtime clubs to support children during less structured times: Toy and Board Games Club, Computer Club, Make and Do Club • High ratios of staff to children on the playground at break and lunchtimes to support children (3:45 on average) • Friends for Life – Resilience Building Programme • Protective Behaviours Programme • Play Better Games Programme - to help children learn playground games and transfer these skills to the playground • Counselling • Art Therapy

	<ul style="list-style-type: none"> • Mentoring • Comic strip conversations <p>In Upper School:</p> <ul style="list-style-type: none"> • Friends Youth - Resilience building programme • Protective Behaviours Programme • Emotion scales • Social thinking programme • Mentoring • The Den Lunchtime Club to support during unstructured times • 'The Quiet Room' to go to a lunchtime • Access to identified 'safe space' when needed
<p>Sensory and/or physical</p>	<p>In Lower School:</p> <ul style="list-style-type: none"> • Gross motor skills group – Cool Kids Programme/Fizzy • Ear defenders • Seat cushions • Foot rests • Fine motor skills – Clever Hands Programme • Teodorescu Visual- Perceptual motor programme • Speed Up! Kinaesthetic Handwriting programme <p>In Upper School:</p> <ul style="list-style-type: none"> • Gross motor skills group • Fine motor skills – students are supported in class to develop their fine motor skills and some have targeted handwriting practice as part of their English lessons using “Handwriting a Second Chance” - Kinaesthetic Handwriting programme • Visual- Perceptual- students are supported in class to develop their visual /perceptual skills • Writing ramps/slopes • Pencil grips /left handed pens recommended as appropriate • Coloured filters and books to ease visual stress • Ear defenders
<p>6. How will I know how my child is doing?</p> <p>Lower School</p>	<p><u>In Lower school:</u></p> <ul style="list-style-type: none"> • Progress is continually monitored by class teachers. Pupils are assessed using teacher marking, observations and questioning as well as some more formal assessments. This information is used to inform daily planning as well as assess longer term progress and standards. • Every pupil has individual targets set in reading, writing and numeracy. Some pupils may also have personal targets and speech and language targets. All pupils are aware of their targets and are part of the monitoring and assessment of their own progress

Upper School

towards these targets. When a pupil has completed a specific target, parents are informed in writing and told what the next target is.

- All pupils' progress, including those pupils or young people with special educational needs, is tracked using the school's assessment tracking system which is updated on a half-termly basis. A National Curriculum level and APS (average points score) is given for reading, writing and numeracy. The progress each pupil is making is then discussed at pupil progress meetings with the class teacher, head teacher, deputy head teacher/SENCo.
- If your child is in Year 1 or above and is not yet working within National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will show smaller, but significant steps of progress. These levels are called 'P levels'.
- We hold Parents Evenings three times a year (one a term), and report formally to parents twice a year. An Interim Report is sent home half way through the Spring Term, followed by an Annual Report in the Summer Term.
- Individual Education Plans (IEPs) to meet the needs of specific pupils are reviewed and planned three times a year, in December, March and July. IEP meetings usually coincide with parents' evenings, and where necessary a slightly longer appointment is arranged for these.
- An annual review of Statement of Need or EHCP meeting is arranged for all pupils requiring this.
- Termly informal 'drop-in' coffee mornings and afternoons are offered for parents with SEND concerns.
- In addition to the above, we endeavour to run an 'Easy Access' policy and try to accommodate any contact initiated by parents in between these times – as and when concerns arise. Classteachers, the Headteacher and the SENCo are all contactable through their emails or by enquiring at the Reception Office.

In Upper School:

- Your child's progress is continually monitored through on going assessments throughout the academic year. These assessments include marking and feedback, questioning, discussion and observations. They are used to inform planning and to allow the setting of personalised targets in all subject areas.
- All pupils' progress, including those with special educational needs, is tracked using the school's assessment tracking system which is updated on a termly basis and reported to parents. A National Curriculum level is given in each subject area in KS3 and a GCSE or A level grade is given in KS4 and 5.
- If your child is not working at the expected National Curriculum Level for their age, they will be given a series of short term SMART targets that will be monitored during lesson time and specifically targeted to your pupil's needs, with an aim to reach the expected level within the academic year.
- We hold a Parents Evening once a year for all KS3 and 4 groups, with an extra Year 7 'Transition Evening' and Year 9 'Options Evening'.
- In 6th Form and Year 11 we also hold two separate Parents Evening and a 'Higher Education Evening'.

	<p>Learning Mentors</p> <p>School Counsellors</p> <p>NHS Occupational Therapists</p> <p>NHS Physiotherapists</p> <p>School Nurse</p>	<p>Pupils with this provision named on their EHCP.</p> <p>Short periods of targeted support for specific pupils who may not have this provision named on an EHCP.</p> <p>Pupils with this provision named on their EHCP.</p> <p>Short periods of targeted support for specific pupils who may not have this provision named on an EHCP.</p> <p>Pupils undergoing assessment or receiving ongoing support from the NHS service.</p> <p>Pupils with this provision named on their EHCP.</p> <p>School are happy to provide written observations and evidence for concerns to parents in order to support their contact with NHS services.</p> <p>Pupils or young people with social, emotional, behavioural needs.</p> <p>Pupils or young people with medical needs particularly where medication is needed.</p> <p>We have a full time nurse working within St George's, she also liaises with the NHS school nurse support service.</p>
	<p>In addition to these professionals who come to work in school there are additional support services which can be accessed either via a referral through school or your child's G.P. These include; FTB (Forward Thinking Birmingham, formally known as CAMHS) and the Community Paediatrician service.</p>	
<p>8.What training do staff supporting pupils with SEN have?</p>	<p>At St George's all staff support pupils with SEN, and so regularly access support and training to enable them do this as effectively as possible.</p> <p>The school has a training plan for all staff to improve the teaching and learning of pupils including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia and Speech and Language Difficulties.</p>	

	<p>All Staff at St George’s School, including administration, kitchen and maintenance staff, have received Level 1 Autism Training provided by the Autism Education Trust (AET). In addition to this, all teaching and learning support staff have received Level 2 AET training. We also have a number of Level 3 AET Lead Practitioners on the staff.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class/care e.g. from the Communication and Autism Team, Sensory Support Service and Physical Disability Team.</p> <p>The SENCo and Deputy Head attend SENCo cluster and Network meetings termly, as well as regular CPD training courses to keep abreast of best practice and current legislation.</p> <p>Most recent training includes: Whole staff awareness of Attachment Disorder, Understanding and Applying the Equality Act, WRAP and annual safeguarding, FGM awareness and Child Sexual Exploitation, whole school awareness of Protective Behaviours Programme and more in depth training for 20 staff to deliver this programme.</p> <p>We have three staff qualified and trained to deliver the Friends for Life and Friends Youth Programmes.</p> <p>Our School Nurse organises First Aid Training on a rolling programme, and Medical Training for all staff in line with the Birmingham Community NHS Trust schedule for schools. Such training is mandatory for all staff.</p>
<p>9. How is St George’s accessible to pupils with SEN?</p>	<p>St George’s is an inclusive school. Adjustments are made to the curriculum to meet the needs of all our pupils. Where possible, appropriate adaptations will be made to the school building to ensure accessibility. There are some limitations to this due to the age and design of the building. In addition we aim to ensure that all pupils have access to our extra-curricular activities.</p>
<p>10. How do we ensure access across the curriculum?</p>	<p>At St George’s School we make every effort to ensure every pupil makes good progress. All pupils are given access to learning, and encouraged and supported to overcome their difficulties. This is achieved through regular reviews and risk assessments with parents and pupils which could involve the SENCo, your Head of House or the School Nurse.</p> <p>Teaching staff are made fully aware of pupils’ disabilities and the things they need to do to support your pupil’s learning through ‘SEND Pupil Profiles’</p>
<p>11. What if my child has a disability?</p>	<p>At St George’s School we pay full regard to the Equality Act 2010, the Pupils and Families Act 2014 and the SEN and Disabilities Code of Practice: 0 – 25 2014 (SEND CoP).</p> <p>We work hard to ensure that no pupil is disadvantaged as a result of disability by making ‘reasonable adjustments’, clear risk assessments to minimise the impact of their disability, and regular improvements to the building and equipment to ensure the easiest possible access to the building and curriculum.</p>

<p>12. Ensuring equality at St George's.</p>	<p>The Equality act 2010 defines a disability as, 'a physical or mental impairment that has a substantial and long term negative impact upon your ability to do normal daily activities'.</p> <p>'Disability' means 'limitations going beyond the normal differences in ability which may exist among people'.</p> <p>'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.</p> <p>'Long term' means the impairment has existed for at least 12 months, or is likely to do so.</p> <p>'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. Study and education related activities are included in the meaning of 'day to day' activities.</p> <p>If we know about your child's disability, it is our duty to minimise the impact this has upon their experience at St George's School. It is important that you let our SENCo's know all about their disability. You will be invited to attend meetings to decide what the school can do to ensure equality.</p>
<p>13. My child has medical needs.</p>	<p>We make every effort to comply with the DFE 2014 guidance for 'Supporting Pupils at School with Medical Conditions'. We endeavour to follow the recommendations to support your pupil if they have a long term medical condition that may affect their learning whilst at St George's School.</p>
<p>14. Individual Healthcare Plans</p>	<p>New Government guidelines (April 2014) mean that if your child has a long term medical condition, the School should draw up an Individual Healthcare Plan. This will be done in consultation with you, your child and their consultant. Our School Nurse will also liaise with relevant professionals such as the Community Nurse Team.</p> <p>This is to minimise the impact of your child's medical condition on their education. The plan will include details of their condition, how the condition affects them and what you, your child and the school will do should your child be unable to attend school due to their condition.</p> <p>Staff involved in drawing up and reviewing the plan may include Mrs Burrows (Lower School SENCo), Mrs Love/Mrs Hughes (Upper School SENCos), Mrs Jones (School Nurse). The plan will be reviewed at least once a year and will be shared with your child's consultant.</p>
<p>15. How will the school prepare and support my child when they are leaving this school or moving to a new class?</p>	<p>We are aware that moving to a new school, or moving to a new class, can be challenging for some of our pupils. We aim to make these transitions as easy as possible for all the pupils.</p>

All SEND pupils across both Lower and Upper school have an ongoing 'Pupil Passport', developed in conjunction with you, your child and adults who work with them. This 'Passport' includes details such as: likes, dislikes, strengths, difficulties and best ways of working.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible, and aim to have done this within 2 weeks of your pupil leaving.

Transitions in Lower school

- Visits to preschool settings are arranged in the Summer Term before pupils join the Reception class in September. This allows their teacher, Learning Support Assistant and in some cases the SENCo to meet all of the children and receive valuable information from their prior setting. Information is gathered on a 'Pupil Passport' format so that it can be readily shared with other staff. Children have the opportunity to spend a day at St George's in the Summer term, but may arrange further 'taster days' if this is thought to be of benefit to the child.
- Reception Class pupils have planned shared time with Year 1 pupils for specific activities during the Summer term, this allows them to become accustomed to the new classroom and different teaching staff. The first term of Year One aims to ease the transition between the play led learning associated with the foundation stage to the more formalised learning of the National Curriculum, by incorporating a mix of the two.
- At the end of Year 6 our learning mentors run transition groups for the pupils we feel need a little extra support with making the move to secondary school. This gives the pupils an opportunity to find out more about their new school and ask any questions they may have before moving. They may be taught strategies on how to organise themselves for different lessons, or how to read timetables/maps of the school. Some pupils may also make additional visits to their new school.
- For Year 6 pupils with an EHCP, whenever possible, the SENCo from their Secondary school is invited to the annual review meeting to allow a clear transfer of information and planning for the future.

When moving classes in school:

- Information will be passed on to the new class teacher before your child starts in their class so that they are aware of the areas in which they need support.
- The new teacher will also be made aware of any interventions your child has been involved with, any specific targets they are working on, any support they have received from outside agencies and any specific medical needs they may have.

	<ul style="list-style-type: none"> • If your child would be helped by a book of photographs of their new class and teachers to support them in moving on then it will be made for them. This can be helpful over the summer holiday for you to share with them. <p>Transitions in Upper School</p> <ul style="list-style-type: none"> • It is not unusual for students to move class in Upper School. This can happen during, or at the end of an academic year. As in Lower School, any information regarding a student’s needs, progress and targets, are passed on to their new subject teacher. • In addition to the day to day care, guidance and support, other events which aid student transition are organised as students move through the school. These include a Year 9 Options evening, Year 11 transition Evening and Sixth Form Higher Education evening, allowing our students, parents and teaching staff to work in partnership to best support individual needs.
<p>16.How are parents of pupils with Special Educational Needs involved in the school and decisions about their child’s education?</p>	<p>The School endeavours to have an open door policy for parents, meaning you are welcome to arrange a mutually agreeable time to discuss your child’s needs. It is helpful if you let us know what your concerns are before the meeting, so we can address your issues effectively and with the right people. Teachers are usually available after school, or can be contacted through the internal email system. Senior Leaders and SENCos may also be able to talk with you during the school day. If we are not able to speak with you we will arrange a mutually convenient time to do so.</p> <p>The School aims to regularly involve parents in the education of their child through a variety of different ways.</p> <p>In Lower School this would include:</p> <ul style="list-style-type: none"> • Regular meetings with your child’s Class Teacher and/or SENCo - parents’ evenings/IEP meetings, annual review of EHCP meetings • Meeting other professionals who work with your child (we would need more notice to arrange these meetings). • Our Learning Mentors are available to discuss issues that may arise (we may need more notice to arrange these meetings) • Individual Health Care Plan meetings • A newsletter is sent home monthly and posted on the website. This has information about all the things which are going on in school and upcoming dates for your diary. • A termly topic plan for each class is sent home and posted on our website to inform parents of what will be going on in your child’s class during the term. • Home reading logs/spelling logs • Some pupils may have home/school books to inform parents of important information • Information on the school website • INSPIRE parent workshops • Parent drop-ins/coffee mornings

	<ul style="list-style-type: none"> - Upper School SENCo's Mrs J Love/ Mrs H Hughes - Deputy Head Teacher, Lower School Head Teacher Mrs J Shaw - Senior Leader, Welfare, Care, Guidance and Support Mr L Nicholls - Senior Leader, Teaching and Learning, Upper School Mr L Nicholas <p>You may wish to speak to the SEN Trustee and Chair of the Trustees, Sir Robert Dowling, who can be contacted through school on 0121 625 0398/ 0121 454 0099 or through admin@sgse.co.uk. Our school and Trustees take complaints seriously and will act upon these on an individual basis.</p>
<p>20. How can parents find the Birmingham, Solihull or Worcester Local Authority's local offer?</p>	<p>The Birmingham Local Authority's Local Offer can be found at: www.mycareinbirmingham.com</p> <p>The Solihull Local Authority's Local Offer can be found at: http://socialsolihull.org.uk/localoffer/</p> <p>The Worcestershire Local Authority's Local Offer can be found at: https://worcestershirelocaloffer.org.uk/</p>
<p>21. My child doesn't want to come to school.</p>	<p>We aim for pupils to have 100% attendance. Most absences are due to illness or hospital/doctor's appointments. Occasionally there are reasons why your child might not want to come to school. If you are at all concerned, please contact their Class/Form Tutor as soon as possible. It is easier to resolve the problem sooner, rather than when it has become a serious issue.</p> <p>If your child was previously happy to attend school, it may be that they are being bullied. Again, it is really important that you contact your child's Class Teacher/Form Tutor/Head of House as soon as possible so that we can investigate and deal with any issues.</p> <p>Sometimes the reason for pupils not wanting to attend is more personal. In Lower School, Mrs Sadiq (Deputy Head of Lower School) and Mrs Shaw (Head of Lower School) are people who can help. In Upper School, Mr Nicholls (Head of Pastoral) is also a person who can help.</p>
<p>22. What if I am worried about my child at St George's School?</p>	<p>Whilst we try to ensure every pupil enjoys their time and thrives at St George's School, there may be occasions when you become aware that your child appears to be having a difficult time. If you have a concern, please contact their Class Teacher, Form Tutor or Head of House. In Lower School, Mrs Sadiq (Deputy Head of Lower School) and Mrs Shaw (Head of Lower School, Deputy Head of Upper School) are also people who can help.</p>
<p>23. My child isn't happy at St George's School.</p>	<p>There are several reasons why pupils become unhappy at school, and we take your child's welfare very seriously. It is important that you contact us and talk to us about the reason, so that we can address the cause.</p>

	<p>In Lower School your child's Class Teacher is the first port of call.</p> <p>In Upper School please contact your child's Form tutor or Head of House.</p>
24. My child isn't coping with the work or homework at St George's School.	<p>Part of our job at St George's is to challenge your child to learn and aspire to achieve. We do our very best to match the work to the ability of each pupil, and sometimes pupils find this hard.</p> <p>There are lots of reasons why pupils can struggle with the work we give them, but there is support.</p> <p>Communication between home and school is key to overcoming whatever barrier to learning your pupil is experiencing</p> <p>If your child has a learning difficulty that may be inhibiting them, we will contact you to discuss what can be done to help them. Equally, if your child is going through an emotional time, please contact their Class Teacher, Form tutor or Head of House.</p>