



SEND Information Report

Local Authorities and schools must now publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25.

The LA's 'Local Offer' aims to improve choice and transparency for families and helps parents/carers to understand the range of services and provision in the local area.

The school's SEN Information Report sets out our school policies and provisions around SEND.

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The Special Educational Needs and Disability Coordinator (SENDCo) at

St George and St Teresa Catholic Primary School is:

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St. George and St. Teresa Catholic Primary School SEND Information Report (SEND Offer)

At St George and St. Teresa Catholic Primary School, we strive to support all children to enable them to achieve at school.

The provision we make for Special Educational Needs and Disabilities within our school reflects the high expectations we have of all our pupils. We ensure that all pupils with SEND receive their entitlement to a broad, balanced and differentiated curriculum enabling them to develop their full potential. We work in partnership with parents and carers, the local community and external support services and providers.

Which legislation and guidance informs this report?

- This SEND information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

What is SEND?

SEND is **Special Educational Needs or Disability. The Code of Practice (2014)** states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is additional to, or different from, any provision made generally for other children or young people of the same age by mainstream schools.

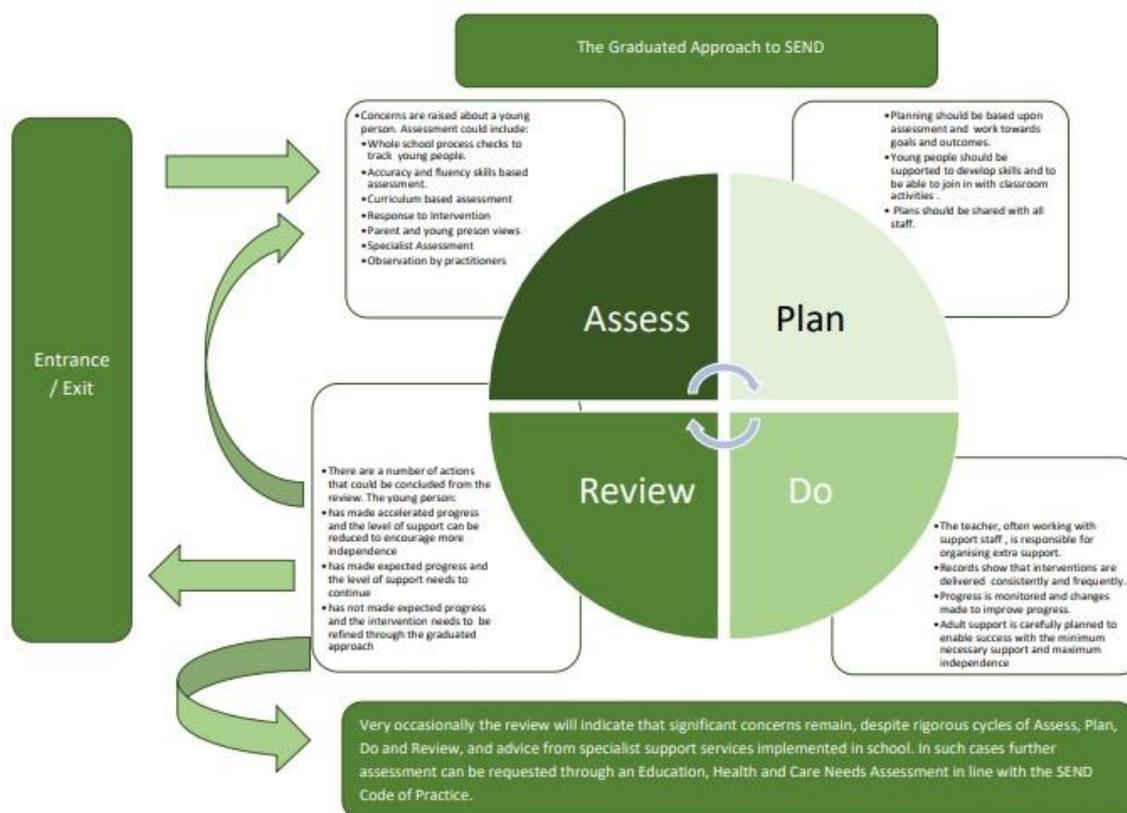
How do we identify pupils with SEN, assess need, and involve pupils and parents?

At St George and St Teresa's we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

At St George and St Teresa's School we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a SEN **Individual Provision Plan** that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.



The Graduated Approach to SEND.

When deciding whether special educational provision is required, the process starts with identifying areas of need and monitoring desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We know and identify children who require extra support when:

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.

- Observations of the pupil indicate that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- Whole school tracking of outcomes indicate a concern about progress or general well-being. Once a child has been identified as requiring more support the next steps are (see *The Graduated Approach to SEND*.)
- An early discussion will be held with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty.

The parents' and pupils' views are considered.

Everyone understands the agreed outcomes sought for the child. Everyone is clear on what the next steps are.

- The year group looks at available provision and, where appropriate, the child joins an intervention group with targeted outcomes in the hope to close the gap which has been created.
- The intervention is monitored and evaluated through the Graduated Approach ASSESS, PLAN, DO, REVIEW **over a period of time.**
- If the intervention does not produce the outcomes required then a further meeting will be organised with the class teacher to evaluate and look at further strategies.
- It may be that over time the SENDCO would be informed and advice about appropriate interventions would be discussed and put into place.
- The Graduated Approach would continue to be implemented via ASSESS, PLAN, DO, REVIEW.
- If progress is still limited then a referral may need to be made with the consent of the child's parents, to an outside specialised agency as listed on page 7.
- Once the child has been assessed by somebody from an outside agency, a report would be created and given to the SENDCo who would ensure a meeting is held to discuss the findings and suggested strategies with class teacher and parents.
- The appropriate interventions then take place and the child is be monitored by SENCo and, where necessary, the outside agency again at a later date.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an **Education, Health and Care Plan**. Further information can be found on the **Solihull Local Offer** page, the link to which can be found on our website or at <http://socialsolihull.org.uk/localoffer/>

We will formally notify parents when it is decided that a pupil will receive SEND support. Parents and pupils will be consulted on all matters relating to the child's SEND provision. Parents are also encouraged to participate as fully as possible in supporting their child's learning needs and request

additional meetings with relevant staff in order to make this possible. **Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.**

How do we work in partnership with parents, carers and pupils?

Involving parents, carers and learners in the dialogue is central to our approach and we do this through:

Action/ Event	Who's involved	Frequency
Parent's evenings	Class teacher / Parents, carers	X 3 per year More frequently if required
Individual Provision Plan reviews/ target setting	Class teacher / Parents, carers SENDCo if appropriate	X 3 per year
EHCP Annual Reviews	Class teacher/learning assistant/SENCO/ parent & pupil, outside agency personnel	X 1 a year
Parent Workshops	Occupational Therapist Speech and Language Therapist	X 2 a year X2 a year
SEND coffee mornings	SENDCo/ Parents, carers/ outside agencies as appropriate	X 3 a year

What kind of SEND are provided for at St George and Teresa Catholic School?

Our school aims to meet all children's needs. When it is necessary to provide specific support, or seek external advice we have access to a range of specialists. We provide additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, Autistic Spectrum Disorder, Speech and language difficulties etc.
- **Cognition and learning**, for example, specific learning difficulties such as Dyslexia and Dyspraxia etc
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorder, children who demonstrate difficulties with emotional regulation etc
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, sensory processing difficulties, diabetes, epilepsy etc.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **High Quality Teaching**.

How do we provide for children with SEND at St George and Teresa Catholic School ?

At St George and St Teresa Catholic School there are three levels of intervention: **Universal**, **Targeted** and **Specialised**.

Universal

Teachers plan to meet the needs of all pupils through effective assessment and knowing the strengths and barriers to learning of their pupils. All staff have high expectations of all pupils and are committed to offering a broad and balanced curriculum. Adjustments are made through adaptive, reasonable adjustments and research led high quality teaching so that all children can access learning. This includes pupils with a disability, children with specific special educational needs and more able pupils. The curriculum is designed to be accessible to all children who attend St George and St Teresa Catholic School. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of **High Quality Teaching** during whole class teaching. Some examples of Quality First Teaching Strategies include:

Planning/teaching/adult support via:

- Scaffolding to reduce cognitive overload.
- Visuals to support dual coding.
- Differentiated questioning to check understanding.
- Recall of previous learning through 'Flashback 4s, subject specific quizzes, retrieval questions etc.'
- Flexible grouping arrangements.
- Differentiation of activities and materials.
- Clear planning for role of Teaching Assistants in lessons.
- Metacognition strategies.
- Feedback via 'live marking'.
- Multi- sensory approaches to learning.

Equipment/Resources such as:

- Equipment/Resources such as: Adapted pencils, pens and scissors, overlays/ reading rulers etc.
- Spelling aids, word banks.
- Knowledge organisers.

Display including:

- Visual timetables.
- Links made to previous learning/ Topic Mapping.

Language used, such as:

- Key vocabulary displayed.
- Dual coding
- Simplified level/pace/amount of teacher talk

Seating, including:

- Good posture with writing slopes and a seat wedge used where appropriate.
- Pupils seated according to needs e.g. near to teacher / board, away from distractions etc.

Pupil voice through:

- Children involved in self and peer assessment. □ Children being aware of their own targets.

Targeted

Some children require more support than the Universal level of support in order to make appropriate progress. These include small group intervention for pupils not making expected progress and therefore requiring additional support. This type of intervention is over and above that provided through differentiated classroom teaching and should be specific work targeted at meeting their identified needs. This intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an Individual Learning Plan detailing the required additional support. Support of this nature is given within the means that are available in terms of staffing and funding. Examples of these types of intervention delivered by experience teaching assistants under the direction of class teachers using well planned and evidenced programmes, include:

- Pre-teaching of vocabulary
- IDL
- Additional Read Write Inc. phonic intervention groups
- Attention Bucket interventions
- Wellcomm- Speech and Language intervention
- Zones of Regulation- Emotional Literacy intervention
- Precision teaching
- Nurture groups
- Talkabout- Social Communication intervention
- Emotional 'check-ins, check-outs'
- Fine Motor / Gross Motor intervention groups
- Handwriting intervention groups
- Lego Therapy- Social Communication intervention
- Maths and English intervention groups
- ELSA intervention groups

Specialised

For some children their needs are so individualised that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school. These pupils will have an Individual Provision Plan detailing the required additional support, which may be one to one or very small groups. Support of this nature is given within the means that are available

in terms of staffing and funding. Examples of the types of professionals who may be involved include:

- Access to the Specialist Inclusion Support Services and the targeted programme they suggest:
- Social, Emotional and Mental Health Team: Emily Sheehan
- ASD Team: Sophie Bradley
- SENTAA: Libby Whitsun
- Speech, Language and Communication Disorder Team: Hilary Peace
- Early Years Team: Anthony Hemphill
- Malachi Family Support: Haleemah Iqbal
- Art / drama therapy: Georgina Ward (CEST)
- NHS Speech and language therapist and the targeted programme they suggest. □ Early Help
- Occupational Health team (NHS) the targeted programme they suggest
- RISE (mental health service)
- Educational Psychology
- School Nursing Service
- Solar (Emotional well-being and mental health service)
- Social Care as required
- Paediatrician (NHS)

Children with a **specific disability** may require the use of **auxiliary aids**, a piece of equipment or technology that can help a person with a disability access their learning environment. An example would be an induction loop for people with hearing impairments or a walking frame to support mobility issues.

Education, Health and Care (EHC) Plans.

Some children who need more support than is available through the school's general offer, may have an **Education, Health and Care (EHC) Plan**. An EHC plan is a legal document written by the Local Authority (LA) and is intended to ensure that children and young people with an EHC plan receive the support and provision they need.

Where a child or young person has an Education, Health and Care (EHC) plan it should be used to actively monitor their progress towards their outcomes and longer term aspirations. Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings.

EHC plans must be reviewed by the local authority as a minimum every 12 months. The first review must be held within 12 months of the date when the EHC plan was issued, and then within 12 months of any previous review (within 6 months if the child is aged 0-5) and the local authority's decision following the review meeting must be notified to the child's parent or the young person

within four weeks of the review meeting (and within 12 months of the date of issue of the EHC plan or previous review).

Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

The following adaptations were included to ensure the school was accessible to all:

- Disabled parking spot marked and located near to the school reception;
- A slope is provided when entering the building, to ensure access to all;
- The building is all on one level and each classroom has access to the outdoor environment via an external door, also on one level;
- One toilet has been adapted to ensure accessibility for visitors with a disability;
- Adaptations, including grab rails and disabled toilet seats have been added to pupil toilets;
- We will continue to provide specialist aids / equipment to individual pupils when it is reasonable to do so.

Please see the school's **Accessibility Plan** for more details.

How do we support pupils with medical conditions?

The children and Families Act 2014, places a duty on schools to make arrangements for children with medical conditions.

At St George and St Teresa's we aim to ensure that all pupils with medical conditions, in terms of both physical and mental health, are properly supported in School so that they can play a full and active role in School life – Please see school's **Supporting Children with Medical Conditions** policy.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:-

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.

- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Secondary transition:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND who have access to additional visits to their secondary school.
- The annual review in Y5 for pupils with an EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Who can I contact for further information?

If you have initial concerns about a child already attending our school, please contact their **class teacher in the first instance**.

You can contact our SENDCO Mrs Flanagan either by phoning the school number or emailing: S86sendco@stgandt.solihull.sch.uk

Our SEND Governor is **Mrs Tina Willmott** who is responsible for making sure that the necessary support is made for any child who attends the school, can be contacted via the School Office.

Solihull Local Authority local offer can be found at:

<http://socialsolihull.org.uk/localoffer/>

Complaints

If you have spoken to school staff and are not satisfied, please contact the Head of school, Mr Stephen Hainie or the Executive Head teacher, Mrs L Flanagan either by phoning the school on 01564 774906 or emailing: office@stgandt.solihull.sch.uk

Our school's **Grievance Resolution Policy and Procedure** can be accessed on our website under 'Policies'.

There are many other support services available for parents with children with special educational needs and some of these can be found below:

- SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND. Please contact **Solihull SENDIAS** on 01215 165 173 or www.solihull-sendias.org.uk or by emailing solihullsendias@family-action.org.uk
- **FamilyLine**- a free service available to support parents and carers to manage the challenges of parenthood. Whether it's emotional support or practical advice. Call: 0808 802 6666, text: 07537 404282 or email: familyline@family-action.org.uk
- Council for Disabled Children - providing resources and guidance <https://councilfordisabledchildren.org.uk/>
- Contact - Providing advice and support for families of disabled children <https://contact.org.uk/>
- IPSEA - Independent advisor of special educational advice <https://www.ipsea.org.uk/>
- SENJungle – Parent-led resources and information and informed opinion about children and young people <https://www.specialneedsjungle.com/>
- Child advice law site <https://childlawadvice.org.uk/>
- NAS <https://www.autism.org.uk/>
- MENCAP <https://www.mencap.org.uk/>
- Code of Practice - Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>