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## **St George's C of E Academy Newtown Local Offer.**

New Government Legislation requires schools to publish a report called the SEN Information Report. This report provides you with information regarding the provision that St George's Church of England Academy makes to meet the needs of SEND children (This report has been written taking into account Regulation 51, schedule 1 of the SEND Regulations 2014).

All schools within the Birmingham Diocesan Multi Academies Trust (BDMAT) are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements.

At St George's C of E Academy we are committed to giving all our children every opportunity to achieve their best. The achievement and wellbeing of every child matters and inclusion is the responsibility of everyone within our school. Every teacher here is a teacher of all pupils, including those with special educational needs and disabilities. We respect the unique contribution that every individual makes to our school community. In order to ensure that all children's needs are met, teaching and learning takes into account the individual and diverse needs of our pupils.

### **How does the school identify and assess Special Educational Needs?**

At St George's C of E on-going planning, observation and assessment takes place in the classroom, and the progress of each child is tracked regularly. If a child's progress or development is a concern, the provision for this child is adjusted according to their specific needs. This may entail:

- Work set to suit the ability and challenge next steps
- Providing reinforcement of previous learning
- Allowing further opportunities to develop basic concepts and new vocabulary
- Providing additional small group work, or in some occasions individual support
- Meetings/discussions with the previous school/settings (where appropriate)

### **Does the school have a Special Educational Needs co-ordinator? If so who are they and how can someone get in touch with them?**

If your child is further identified as needing additional support, the class teacher will meet with the Special Educational Needs Co-ordinator (SENCo) to discuss the next steps. These may include:

- Planning any additional support your child may need
- Strategies to enable independence and progression

- Considering making referrals to outside professionals, if necessary e.g. Educational Psychologist, Speech and Language Therapist, Pupil and School Support, Communication and Autism.

Throughout this time we also wish to discuss concerns with parents so that we can work in partnership to provide the best possible support. These meetings may occur during parent evenings, or at other mutually convenient time. We encourage parents to make contact with the school if they have concerns about their children. The SENCo is Ms Althea Shakespeare and she is contactable by phone, in school or email:

**Telephone number: 0121 359 3432**

**Email: [a.shakespeare@stgnewtown.bham.sch.uk](mailto:a.shakespeare@stgnewtown.bham.sch.uk)**

### **How do the school know how much progress is being made by pupils with Special Educational Needs?**

At St George's CoE Academy we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school. This includes the rightful access to classroom based studies and physical activities. In order to meet the needs of all pupils the allocation of provision follows a graduated approach. A child may move between the levels of support, depending on their individual need. The progress they are making across different areas of learning is collected and monitored regularly, enabling us to identify when progress is not being made readily and put in place the support needed.

Graduated Approach diagram from SEN Policy



- **The four part cycle:**
- **Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the

pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

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- **Plan:** Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.
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- **Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.
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- **Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.
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- This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles
  
- We support and involve parents in their child's learning both formally and informally. This includes:
  - Open door policy which provides you with the opportunity for discussions with your child's teacher
  - Through supporting your child with weekly homework and regular reading you will gain a good understanding of the progress they are making
  - Parent Consultation meetings
  - Annual Reports
  - School events e.g. Class assemblies, open evening, sports day
  - Annual Review of progress for children with an EHC Plan (Education Health Care Plan)

- Arranged meetings with Class Teacher, SENCo and/or external professionals, to discuss your child's progress and identify next steps together. If your child is on the special educational needs register then a personal profile and support plan will be discuss.

Additional appointments can be made with your child's class teacher or the SENCo by contacting the school office on **0121 359 3432**.

### **What should I do if I think my child may have special educational needs?**

If you have concerns regarding your child's progress or additional needs, you should speak to your child's class teacher initially. During this meeting there will be a discussion to ascertain what has been tried, what has been successful and next steps to be taken. Strengths and what has been put in place so far will be explored first with further support provided if necessary.

If you continue to be concerned, you may arrange to speak to the SENCo.

The Headteacher or SEN Governor can also be contacted for support (although the latter should only be considered as a last resort).

Opportunities are provided twice a year at parent evenings to discuss your child's progress, however the school operates an open door policy where you are welcome to speak to your child's class teacher at any time during the academic year. Please arrange a mutually convenient time.

### **What kinds of Special Educational Needs does the school make provision for?**

At St George's CoE we make provision around four main areas of need to help students to access the school day and the curriculum alongside their peers.

- 1. Cognition and Learning**
- 2. Communication and Interaction**
- 3. Sensory and physical**
- 4. Social, emotional and mental health**

During the school day this looks like:

<b>1. Cognition and learning</b>			
Prompt and reminder cards to encourage independence	Pre-tutoring and overlearning of strategies, concepts and vocabulary	Differentiated curriculum – planning, activities, delivery and outcome.	Booster session interventions (literacy/ numeracy)
Self and peer assessment	Reading clubs – Star Read.	Family literacy – to support parents to support their child's	Homework clubs

		learning.	
Processes to celebrate success and achievement of pupils.			

<b>2. Communication and interaction</b>			
Visual timetables	Collaborative learning	Individualised speech and therapy programmes, set by SALT and followed through by staff.	Mr Tongue SALT programme – targeted at developing articulation in early years/Key Stage 1
Wellcomm SALT programme – to identify strengths and weaknesses and develop areas of need	Language Steps – to develop expressive and receptive language skills	Whole staff Makaton training – used with individual pupils as required.	Widgit – whole school communication system/teaching and learning tool.

<b>3. Sensory and physical</b>			
Sensory environmental audits to minimise impact of sensory dysregulation for students (e.g. blinds at windows required).	Adapted equipment to support fine motor difficulties (e.g. pencil grips, tangles, posture support).	Further differentiation of physical activity (fine and gross motor skills difficulties).	School nurse to support and investigate any health needs of concern.
Programmes to promote and support self care and personal hygiene skills by school nurse.	Accessible school facilities (e.g. toilets) for pupils with specific physical needs.		

<b>4. Social, emotional and mental health</b>			
Social Skills Programmes/support including strategies to enhance self esteem (e.g. nurture) and develop behaviour.	Quiet Zone at Lunchtime	Buddy system on playground and Circle of friends	Additional support: teacher, LSA, TA, SENCO, SENCo Assistant
Open Minds School Counsellor – to support	Pupil ‘buddies’ – using children as positive role	PSHE lessons/small group and 1:1 support	Transition support for pupils with increased

pupils with range of difficulties and ongoing needs as and when required.	models.	– to develop positive attitudes and building relationships with others.	anxiety at end of school year/start of next.
Barnardos – accessed to support pupils and families to develop emotional resilience.	Circle time – for the development of social skills	Introductory activities to welcome new pupils and parents -	School Council – to raise the profile and experience of pupil voice.

### What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children at St George’s C of E Academy have the opportunity to be included in all activities. Some children may require support to undertake a particular activity, but this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary. Some pupils may find physical activity a challenge, so the school will adapt resources and the environment to facilitate full participation. A range of after school clubs are made available to all children. School trips are planned to ensure that all children remain safe and are included in activities. Where necessary, those children requiring specific support on external trips are supported by familiar staff members or in some instances parents/carers may be asked to accompany their child.

### What training does the staff in school have in relation to pupils with Special Educational Needs?

All staff have access to on-going training to support their own professional development. The school provides training and support to improve the teaching and learning of children, including those with SEND. All teaching and support staff have regular training on SEND issues, such as speech and language difficulties, specific learning difficulties and supporting pupils with social and emotional needs.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The SENCo is a qualified teacher and attends regular SEND cluster meetings to ensure she is up to date with changes in SEND.

#### 1. How do the school get more specialist help for pupils if they need it?

In our school if we feel a pupil needs more specialist help we work with the following people to get this.

Agency or Service	Who they work with	How school can get in touch with them
Educational Psychologist	Supports pupils with all aspects of their learning and development	Referral made by SENCo

Communication and Autism Team	Supports pupils with communication and interaction difficulties.	Referral made by SENCo
Pupil and School Support	Supports pupils with cognition and learning difficulties.	Referral made by SENCo
School nurse	Supports and promotes health and wellbeing of pupils	Referral by school
Physical Difficulties Support Service	Support pupils with physical needs	Referral made by SENCo
Speech and Language Therapy services	Support pupils with receptive and expressive language difficulties	Referral made by SENCo.

If it is felt that your child would benefit from support from an external agency your consent will be sought before that is put in place.

### **How are pupils with Special Educational Needs involved in their own education?**

Pupil's voice and views are considered very important when planning and reviewing support. Pupil Profiles to find out what is important to them and how best to support them will be completed and used to inform conversations and decisions.

### **How do the school support pupils with Special Educational Needs through transition?**

We recognise that transitions can be difficult for a child with SEND. Strong links exist between our school and local secondary schools as well as other settings (e.g. nursery, previous primary school) and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will speak to the previous school's SENCO
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

- We will make sure that all records about your child are passed on as soon as possible.
- Transition books can be made to support the move.

**How are parents of children and young people with Special Educational Needs involved in the education of their child?**

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. We feel it is vital to have parents/carers at all formal meetings arranged so discussions about their child's learning and next steps can take place. Discussions may take place through:

- Informal meetings and discussions between staff, you and your child
- When your child enters year 3 you will be asked to complete a pupil passport with your child. This will be used to aid transition.
- Formal meetings arranged between staff, you and your child
- Parent Consultation meetings
- Review meetings, which include external professionals where appropriate
- Pupil and parent questionnaires
- Learning conferences with pupils
- Discussions and planning for Individual Support Plan

**If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?**

**Complaints**

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at St George's Academy to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use Advice and Support Service for Special Educational Needs and Disability (SENDIASS) (formerly Parent Partnership) 0121 - 303 - 5004 or engage with the School complaints procedures.

**How does the governing body (or proprietor) involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?**

Our SEN Governor is Joanne Clewer. She is an experienced member of staff and lead practitioner in the setting for speaking and listening. The SENCo and SEN Governor will meet regularly to discuss the needs of pupils, the provision in place for them and the progress they are making

**Who are the support services that can help parents with pupils who have Special Educational Needs?**

If concerns are still unresolved parents may wish to use Advice and Support Service for Special Educational Needs and Disability (SENDIASS) (formerly Parent Partnership) 0121 - 303 - 5004 or engage with the School complaints procedures.

**How can parents find the Birmingham Local Authority's local offer?**

You will find information about the support available for pupils with special educational needs and/or disabilities on:

[www.birmingham.gov.uk/localoffer](http://www.birmingham.gov.uk/localoffer)