



SEN Information Report – St. George's CE Primary School

In addition to reading this report and our Local Offer, please do come in and have a look around! We are always here to answer any questions you may have!

1. The kinds of special educational needs (SEN) for which provision is made at the school

Our school is an inclusive school. We recognise that some children face barriers to participation, achievement and attendance.

Additional support is provided for SEN pupils in a variety of forms; teaching assistants, SENCO support, resources, small group/1-1 support, access to intervention programmes, personal timetables, IEPs to name a few

School works closely with outside agencies to make sure that all children are able to access the curriculum.

Speech and Language Therapists advise school-based staff and carry out reviews on site. A large proportion of our Teaching Assistants and the SENCO (Special Educational Needs Co-ordinator) are ELKLAN trained (a speech and language training programme).

Support is also accessed via Salford's Learning Support Service.

Designated time is given to SEN at staff meetings.

We provide consistent support for our SEN children and we are continually evaluating and improving this provision.

Further information is available in the school's SEN policy which is available on the school website, or contact school to discuss anything further with the SENCO Kirsten Reid – 0161 921 1660 <https://www.stgeorgescofe.co.uk/>

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

The progress of our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching on all pupils. If any concerns arise then a meeting will take place between the class teacher and SENCO and next steps discussed. This may include a meeting with parents/carers to discuss concerns and next steps. After a period of time with SENCO will identify whether it may be beneficial to involve outside agencies to carry out further assessments to identify the strengths and areas of concern.

The results of any assessments will inform the child's Individual Education/Behaviour Plan (IEP/IBP). Each IEP/IBP will contain a maximum of four SMART targets based around the child's area(s) of need. This will be evaluated every 6 to 8 weeks or earlier if appropriate. Parents are invited to discuss the IEP/IBP with the Class Teacher or SENCO and a copy will be sent home.

Children who have significant difficulties and/or complex needs may require a referral for an Education, Health and Care Plan (EHCP). This is a statutory document which identifies objectives, strategies, resources and provision necessary for the child to make progress.

Please see our SEN policy for further information, or contact school to discuss anything further with the SENCo Kirsten Reid – 0161 921 1660 <https://www.stgeorgescofe.co.uk/>

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including
a. How the school evaluates the effectiveness of its provision for such pupils

St. George's prides itself on providing excellent support for all our SEN children. We provide a wide variety of intervention programmes and additional support. We closely monitor these interventions to ensure that they have a positive impact on the child's learning. Alternative provision is provided where there has been limited progress.

The Senior Leadership Team (SLT) which consists of the Head, Deputy and SENCO meet regularly to analyse whole school data and evaluate the impact of SEN provision.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

The Senior Leadership Team (SLT) which consists of the Head, Deputy and SENCO meet regularly to analyse whole school data and evaluate the impact of SEN provision. Regular whole schools staff meetings are held to discuss data.

Where outside agencies have carried out assessments and/or provided support regular communications takes place between the appropriate staff.

An Annual Review is carried out for children who have an Education, Health and Care Plan (EHCP). The review will look at the progress made and determine whether the child is working at an appropriate pace towards the targets and objectives set out in the EHCP.

Parents are encouraged at all stages to raise concerns about their child's progress or well being. The SENCo or Children and Families Officer can be contacted via the school office.

c. The school's approach to teaching pupils with SEN

The school has regard for the SEN code of Practice.

This means that whenever decisions are taken relating to children with SEN, consideration is given to what the code says.

St George's identifies the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

d. How the school adapts the curriculum and learning environment

We adapt the curriculum in many ways depending on the specific need of the child/children.

This includes:

Safe spaces, workstations, access to The Hive (low stimulation area), coloured overlays, fidget toys, wobble cushions, specialist workbooks (visual impairment), chrome books/iPads, larger print reading material, chew toys

e. Additional support for learning that is available for pupils with SEN

We are lucky to have an experienced group of teaching assistants at our school. They work alongside the class teacher and SENCO, providing valuable support to all pupils. We use a wide variety of intervention programmes including; Time to Talk, WELLCOMM, Socially Speaking, Memory Magic, Word wasp, Attention Autism in addition to providing small group/1-1 support for Maths, Reading and Writing throughout the school. Every child's needs must be looked at on an individual basis. We also can provide resources for use at home if necessary. If you need to discuss a particular need or specific difficulty, please feel free to come in and speak with the SENCO.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

We have a variety of after school/ extra-curricular clubs which change from term to term. These clubs are available to all our children (key stage permitting): under the 'reasonable adjustment duty' changes can be made in order to accommodate children with a specific requirement.

We also run a Breakfast Club.

g. Support that is available for improving the emotional and social development of pupils with SEN

The social and emotional development of all of our pupils is a priority at St. George's. We have a Positive Relationships Policy which is regularly revisited with all staff in staff meetings. We follow the PIP (praise in public) and RIP (reprimand in private) approach at all times. Support for children with social and emotional difficulties is offered on an individual need basis through the class teacher, SENCO and CFO (Children and Families Officer). This support may be in the form of access to a trained member of staff, personal timetable, access to a RAG system, one to one support and/or small group interventions.

The SENCO can refer directly to CAMHS for a number of concerns and where necessary a Neuro Developmental Pathway referral will be carried out.

School accesses support from the PIT (Primary Inclusion Team) where needed.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

The SENCO is Kirsten Reid. She can be contacted on 0161 921 1660 or emailed directly at kirsten.reid@salford.gov.uk

5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

Professional Development is in place for all members of staff at St George's. We look at the needs of the children and identify any training which needs to take place.

Several of our teaching assistants are ELKLAN trained (a speech and Language training programme). Staff work very closely with a variety of therapists and our Educational Psychologist. Their support will be sought when deemed necessary. We have experienced staff at St. George's and provide our children with high levels of support.

6. Information about how equipment and facilities to support CYP with SEN will be secured

There is a designated budget which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEN ensures that all children's needs are met through careful targeting of both human and material resources.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

Parents are invited to attend a Parent/Teacher consultation and they are welcome to contact school at any time to discuss and issues or concerns they may have; face to face meetings, phone calls, emails– all ways parents can share their views and opinions.

Staff greet parents and children every morning in the playground and they are also present at the end of the school day. This includes the Deputy and the SENCO.

8. The arrangements for consulting young people with SEN about, and involving them in, their education

SEN pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning. Teachers regularly discuss progress towards IEP targets with SEN pupils.

Pupils have access to the Pupil Voice Box which is situated in the school library.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the SENCO. If there is still no resolution,

Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, Mrs J Bach.

Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

There are times when a family needs to be supported in order to help the child. We are fortunate to have a Children and Families Officer at St. George's who is here to help support parents. Where appropriate the CFO can refer a family to Early Help for initial support and advice. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

SIASS

(Salford Information Advice and Support Service)

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/>

Call 0161 778 0343/0349 or email siass@salford.gov.uk.

For children aged 0-5

Early Support/Portage Home Visiting Team/Inclusion Officers

Starting Life Well

Unity House

Salford Civic Centre

Chorley Road

Swinton

M27 5AW

0161 793 3275

<p>SEN Team Salford City Council Salford Civic Centre Chorley Road Swinton M27 5AW</p>	<p>0161 778 0410</p>
<p>Learning Support Service (LSS) Unity House Swinton M27 5AW</p>	<p>adminlss@salford.gov.uk or phone us on 0161 778 0477</p>
<p>Educational Psychology Service Unity House Civic Centre Chorley Road M27 5DA</p>	<p>0161 778 0476</p>
<p>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</p>	<p>0161 793 3535</p>

12. Information on where the local authority's local offer is published

The Local Offer in Salford (LOIS) can be found at this location:

www.salford.gov.uk/localoffer.htm