SEN Information Report

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2020-2021

This report links to our SEND Policy and Accessibility Plan

At St. George’s Catholic School our aim is to help all of the children in our school

‘to grow in Mind Body and Spirit’.

We work to create a school community where all children feel valued and secure, and where all are encouraged and supported to achieve their best. We offer children high quality teaching, a broad and balanced curriculum based in a Catholic Christian setting and we do all we can to give our pupils secure foundations and skills to build their lives on.

**Special Educational Needs (SEN**)

The Special educational needs and disability code of practice: 0-25 years, came into force in 2014 and was updated in January 2015. It contains the legal guidelines all schools must follow for SEND.

The Code of Practice 2014 contains the following definitions;

A child or young person has special educational needs if he or she has 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-

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age, in mainstream schools, or mainstream post-16 institutions.

‘Special educational provision is provision that is additional to, or different from, that which would normally be provided for children or young people of the same age in a mainstream setting.’

The SEND Local Offer for Somerset can be found on the following website: <http://www.somersetchoices.org.uk/family>

At St. George’s Catholic School, every teacher is responsible for the care and progress of all pupils in their class, and this includes those who have a Special Educational Need or a Disability (SEND). However, staff with particular responsibility are listed below.

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| Mr Mark Braund-Head Teacher  Mr Braund, the Head Teacher, has responsibility for the care, learning and well-being of all children in school, this includes pupils with any SEND. |
| Mrs Catherine Farmer- SEND Governor  Mrs Farmer comes into school at least once each term, to meet with the SENCo and the Head Teacher. She reports back to the Governors and keeps them informed about the needs and support given to pupils with SEND. |
| Mrs Marjorie Bullock- Special Education Needs and Disability  Co-ordinator (SENCo)  Mrs Bullock organises and over-sees the day to day help and support for children with SEND in school. Her working days are Monday, Tuesday and Wednesday. |
| Contact Details: [SCH.351@educ.somerset.gov.uk](mailto:SCH.351@educ.somerset.gov.uk)  Telephone: 01823 284130 |

**Working with parents**

We accept that parents know their children best, so our aim is to work together in partnership with parents, for the benefit of each child.

If parents/carers have concerns about their child they are asked to talk to class teachers first. Under normal circumstances, teachers can often be free for the passing on of short important pieces of information at the beginning or at the end of the school day, however, in these COVID affected days, parents are encouraged to phone or come into the school office to pass on messages or request contact from teachers. Contact can also be made via Google Classroom.

‘Meet the teacher’ meetings are held in the first weeks of September each year, and formal parents’ evenings are in October and February. Due to COVID restrictions this year, Class teachers each posted videos on our School website to welcome children before the start of the school year, and also in to address parents, in September. October parents meetings were conducted via telephone and it is expected this may also happen in February or perhaps via Zoom or an equivalent.

End of year reports are sent out towards the end of the summer term.

The School SENCo Mrs Bullock, is available at each parents’ evening, and parents of children with SEND are especially asked to make an appointment to see her then. This autumn, Mrs Bullock had telephone conversations with parents, after face to face meetings with each child with SEND prior to that. In usual times, Mrs Bullock can often be free to meet parents at other times. Please do phone school or e-mail if you would to talk to Mrs Bullock, she will return your call or reply as soon as possible.

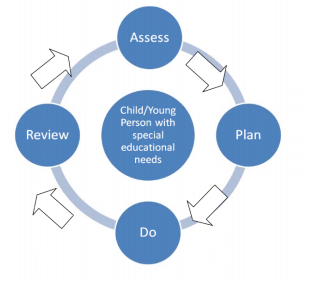
**Identifying and supporting children with SEND.**

A number of children start St. George’s Catholic School each year with an identified special educational need or a disability, but others have SEN recognised during their time in school.

When a teacher becomes aware that a child, is having some difficulty or is not moving on with learning as expected, they will first make sure there are no blocks to the child benefitting from quality teaching. The pupil may be given some extra teacher time to go over tricky topics etc. or have some carefully targeted extra support or small group support. Teacher’s will contact parents and let them know, when they have any concerns about a pupil and what is being put in place.

If a pupil’s learning or the difficulties seen, do not improve with this help, then the class teacher will discuss the child’s needs with the SENCo. At this stage, different strategies, or more focused help will be put in place to see how the child responds. The SENCo will carry out a range of testing or investigations to gain an understanding of the pupils’ strengths and needs. This will be shared with parents. Advice from other professionals may also be sought.

If it is seen that a child requires a level of support that is ‘additional to and different from’ the majority of others within the class, then with the parents agreement, they will be recognised as having a special educational need. A graduated approach cycle with 4 stages of action will then begin.



Assess: Information is gathered and looked at, including past attainment /progress, class teacher’s knowledge, on-going assessment, SENCo investigations, information from parents and from the pupil themselves if they are able, as well as from other professionals. This all helps build a picture of the child’s current strengths and needs.

Plan: The support and interventions the child needs are then worked out. In our school, a Learning Plan is begun. This lists the child’s strengths, strategies that help them, as well as targets to work on and what the extra provision will look like.

Do: Class teachers ensure the children receive the extra support and programmes that have been planned for them. These may include extra in-class help, small group sessions or 1:1 time. Support may be given by class teachers themselves, teaching assistants, or the SENCo.

Review: Learning plans and provision is reviewed each term. Evidence from day to day work, beginning and end assessments of programmes, tests, information from outside agencies including speech therapists etc. as well as response to the targets worked on, are all used to review the child’s progress. Parents and pupils are involved as part of parent meetings and regular discussions. Decisions are made along with parents, on whether to continue with SEN support, increase support, or to seek advice from other professionals, based on the outcomes of reviews.

For a very small number of children, the graduated approach leads to an increasingly wider range of needs being identified, and a higher/different level of support being required. In some cases, the school and parents may decide to make a request to the local authority for a statutory assessment of the child’s needs. This assessment process takes place within strict timescales and guidelines, set out in the 2015 SEND Code of Practice. If accepted, an Education and Health Care plan will be given. This document lists all the child’s known needs, details the support they must be given and gives the parents the opportunity to consider if their child may need specialist schooling. EHC plans are legal documents. They must be reviewed and updated every year.

Here at St. George’s the majority of our pupils with SEND are supported at the level of SEN Support, but we do have a number of children with complex needs, who have EHC plans. In addition, we have some pupils with recognised high needs, who it is planned will be considered for an EHCP within a timetable set out by the local authority, over the next 2 years. At this point in 2020-21, we have 2 children with EHCP’s, one with a ‘draft’ EHCP and one further going through assessment. By the end of this academic year it is likely there we will have 5, as another child is due for an application in March’21.

**Range of SEN**

The SEND Code of Practice 0 to 25 describes four broad categories of special educational need. Children can have one main area of need, but many have needs in more than one. The categories are listed below:

*Communication and Interaction*

This includes Speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger’s Syndrome and Autism.

*Cognition and learning*

Some children learn at a slower pace than their peers, even with appropriate differentiation and therefore have learning difficulties. Learning difficulties can be of differing degrees, ranging from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD).

Sometimes learning difficulties can be within very specific areas, these are known as Specific Learning Difficulties (SpLD). They include Dyslexia, Dyscalculia and Dyspraxia.

*Social, emotional and mental health difficulties*

Children with these difficulties may become withdrawn or isolated, as well as display challenging or disturbing behaviour. The behaviours may come from underlying mental health difficulties including anxiety or depression, or disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or an attachment disorder.

*Sensory and/or physical needs*

This category includes children who may have a disability such as a visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disability (PD).

At St. George’s Catholic School, we work together as a whole school team to look after children with needs across many of the listed areas. Our teachers and learning support staff have skills and experience in meeting the needs of children with a wide range of SEN. On-going/updated training as well as time spent liaising with specialist therapists, such as Occupational therapists or speech therapists, ensure our staff are equipped to deliver programmes needed by individuals.

**Training and expertise/skills**

As part of our on-going professional development, staff receive training through courses, update sessions, staff meetings and INSET. These are often led by specialists from Somerset County Council support teams, via NHS staff or through in-house training.

In 2019-20 all staff had Autism Communication Trust Level 1 training and ‘Attachment Awareness’ training. At the start of 2020-21, 3 staff have already under taken additional Phonics awareness training.

Most of our staff have training in using Somerset Total Communication and communication friendly strategies. A wide range of pictures, photos, gestures and signing is used across the school, to aid communication.

St. George’s School has held ‘Somerset Dyslexia Friendly School Status’ for more than 8 years. The accreditation system has now ended, but the knowledge and skill of the staff to understand and support children with dyslexic difficulties remains strong.

Teachers and teaching assistants have training and experience in delivering a range of very specific programmes and strategies, many of which are used to support children with SEN. Some are listed below:

|  |  |
| --- | --- |
| **Programme** | **Staff** |
| Talking Partners | MP, AH, BC, MB |
| Speech Therapy programmes | DB, VW, AH, AS |
| Socially Speaking | CE, MT |
| Attention Autism | AW, MP, DB, MB |
| Occupational Therapy Programmes | DC, JC, MP |
| Write from the Start (Teodorescu) | BC, DC, |
| Read, Write, Inc. 1:1 Tutoring | VW, BC, RG |
| Learn to Move/Co-ordination group | DC, MB, JC |
| Maths Count/1:1 maths | DP, LC, CM. |
| 1+1, Power of 2 | AS, LC, AH |
| Individualised Literacy Intervention (ILI) | AP, AH, MLL, VP, AM, MB |
| Social Stories | AM, MB |
| ELSA (Emotional Literacy Support) | JF |
| Forest School | JF, HC |

**Effectiveness of programmes/provision**

The effectiveness and level of improvement made by pupils with any programme is carefully monitored, using assessments appropriate to the skills being targeted. The starting and end levels are taken and compared, using tick lists of skills, standardized reading/ spelling/ maths tests or measures of vocabulary and grammar.

**Removing Barriers-adaptations.**

St. George’s Catholic School is an inclusive school. All staff work hard to enable children to take part in the learning, activities and in the experiences we have on offer. Classroom layouts, seating position, timetables and activities are regularly adjusted or adapted to meet the needs of individual children, and to enable ease of movement around the school or classroom. Special arrangements are made on a person by person basis, for outings or residential stays as needed. Arrangements for use of wheelchairs or adapted seating etc. are made as necessary.

On a day by day basis, teachers provide differentiated activities or learning materials for children when needed and use a wide variety of practical resources. Physical resources used range from the use of a variety of pencil grips, styles of scissors, Chrome Books or laptops for those struggling to write, Talking Tins for recording and playing back short bits of information, Numicon maths resources, writing slopes etc. Strategies to enable optimum engagement can also include sensory or movement breaks, for those who require them and very specific 1:1 programmes in quiet distraction free environments for parts of the day etc.

**Social and Emotional Health**

In our Catholic School, children have 2 hours of RE each week and as part of that they are given opportunities to explore and discuss a wide range of topics, often sharing and considering a wide range of issues. Children have SCARF lessons and staff use ‘Mindfulness’ approaches to help children to learn techniques such as self- calming. We have a trained Emotional Literacy Support Assistant (ELSA) who works with individual children requiring, for example, help to build self-esteem, deal with anger issues, bereavement or anxiety. We also have very strong links with our Parent and Family Support Advisor who regularly works with families and children requiring some additional support.

In early 2020 undertook Emotional Health First Aider training. Our plan is during 2020-21 is to have a second trained ELSA.

**Transitions**

The children who attend St. George’s Catholic School live across Taunton and also beyond. They come from a number of pre-school settings, and at the end of Y6 transfer to a variety of secondary schools. Transition at both points are very carefully managed for all children, but even more so for pupils who are vulnerable, or have SEND.

School Entry Planning (SEP) meetings are held for any child already identified with SEN or a disability. Parents, pre-school staff, our reception class teacher and SENCo are involved in all SEP meetings. For children with EHC plans, other professionals also often attend. In SEP’s arrangements intended to make a secure transition into school are made. These often include extra planned visits or a more gradual start to school.

As a consequence of COVID 19 this year our regular visits did not go ahead as planned, but during Lock-down two members of staff posted an introductory tour of the school on our website, for both new starters and their parents to view. In July our Reception Teacher then posted a ‘Welcome to St. George’s’ file of information on the website to replace our normally held Welcome Meeting.

During Y6, secondary school staff are invited to take part in annual reviews for pupils with EHC plans. Before the Easter break, SEND transfer begins, with meetings with some secondary SENCo’s to exchange information. Staff from the schools visit after SATS to meet with the Y6 teacher and SENCo to learn about all transferring pupils and the specific needs of those with SEND. At these meetings children are identified who require extra visits, or a more supported transfer programme. When the additional visits take place St. George’s staff accompany pupils.

In 2020 all transfer meetings went ahead but these were held virtually or by a socially distanced meeting held outside on the school field. Two children transferring, had SEN Support review meetings held with secondary colleagues, parents and St. George’s staff. These were followed up for one child, with two further Zoom sessions held in school to help establish some links with new school staff.

A number of children each year require carefully planned transition opportunities, so they can become familiar with their next class and teacher. To do this, staff arrange story time swaps or opportunities for pupils to complete activities led by the new teacher in the new classroom.

Provision for Looked After Children and Previously Looked After Children

At St. George’s Catholic School we work with Somerset County Council and other local authorities to care for children in local authority care or who may be fostered or have previously been looked after. Mrs Bullock is the Designated Teacher for Looked After Children and works with class teachers to support them in our school. She attends DT meetings and training on a regular basis. With class teachers she takes part in Personal Education Plan meetings (PEP’s) and monitors the progress and provision of these children.

**Support from other professionals**.

St. George’s Catholic School works closely with staff from a range of outside agencies. We are very grateful for all their advice and support. These include:

* Educational Psychology Service
* Virtual School and Learning Support Service
* Autism and Communication Service
* Physical Impairment and Medical Support Team.
* Ethnic Minority Achievement Service
* Parent and Family Support Advisor
* NHS Integrated Therapy Service including Speech Therapy, Occupational Therapy and Physiotherapy.
* NHS Paediatricians
* Traveller Education

Report compiled MB.

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