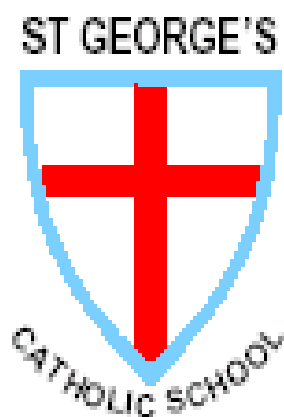


SEN Information Report



2020-2021

This report links to our SEND Policy and
Accessibility Plan

Welcome to St George's Catholic School SEN Report.

This report contains information for parents and carers about how we support children with Special Educational Needs or a Disability at St. George's Catholic School. We hope you find it helpful. Please contact us if you would like to know more.

St. George's Catholic School is a happy school, based on Catholic Christian values. Our pupils come from lots of different backgrounds. In school, we work together to create a secure environment for all children, where they are safe and valued, and where all are encouraged and helped to do their best. Our school offers all our pupils high quality teaching and a wide, varied curriculum.

Our teachers teach and look after all pupils, but the staff listed below have an extra responsibility for children with SEND.

<p><u>Mr Mark Braund -Head Teacher.</u> He is responsible for the learning, care and well-being of all children in school. He monitors the support children with SEND get in school and the progress they make.</p>

<p><u>Mrs Catherine Farmer is our SEND Governor:</u> She visits 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.</p>

<p><u>Mrs Marjorie Bullock is the Special Education Needs and Disability Co-ordinator (SENDCo):</u> Mrs Bullock plans and organises the help and support for children with SEND across school. She works closely with class teachers and parents, and also with different professions to get advice and help for children.</p>
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<p>Her working days are Monday, Tuesday and Wednesday.</p>
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<p>If you would like help or advice, please contact the school on: Telephone: 01823 284130 or by e-mail SCH.351@educ.somerset.gov.uk</p>
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Working with parents/carers and young people themselves.

It is important to us, to build good relationships with parents/carers and to work together for the benefit of each child. During the year there are set Parents Meeting times when parents/carers can meet with class teachers. Parents of children with SEND are also asked to book a time to

talk with Mrs Bullock the SENCo. Review meetings and meetings with staff from support services take place for children with SEND at different times during the year.

Mrs Bullock can often be free to talk to parents, so if you do have a concern, please phone or e-mail and she will try to meet up as soon as possible. If you need to talk to a class teacher, please ring or e-mail to make an appointment.

Children's views and opinions are listened to day by day and within parents/carers meetings. The views of SEND pupils are also gathered and recorded as part of reviews.

Due to COVID restrictions, most planned parent's meetings over the past year have been through telephone conversations or virtually, but where possible, some have been face to face.

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

Identifying and supporting children with SEND. (Please see our SEND Policy for more detailed information)

Some children start St. George's Catholic School each year with already identified special educational need or a disability, but others have a SEN recognised during their time in school.

When some need is seen, teachers will talk to parents, then look carefully at how the child learns and they will often adjust what is done in the classroom. If more help is needed then the SENCo will work with the child and gather more information about their strengths and needs. Teachers and parents will then meet to talk about the next steps.

If it is seen that a child needs help that is 'additional to and different from the majority of others of the same age' *, then with the parent's agreement, they will be classed as having a special educational need.

*This definition is taken from the SEND Code of Practice 2014- please see our SEND Policy.

A cycle with 4 stages of action, called the Graduated Response, will then begin.



Assess: Information is gathered from school assessments, parents and class teacher's knowledge, from young people themselves, from SENCo investigations and from other professionals. This all helps build a picture of the child's current strengths and needs.

Plan: The support and programmes 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, and targets to work on.

Do: Class teachers make sure children receive the extra help that is planned for them, it 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 progress is looked at each term using evidence from day to day work, programmes, tests, and information from outside professionals such as speech therapists etc. Parents and pupils are invited to take part in parent meetings and discussions, and in responding to the Learning Plans. 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 small number of children, the graduated approach leads to a 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 a strict timescales and guidelines, set out in the 2015 SEND Code of Practice. If accepted, an Education Health and Care plan will be given. This document lists all the child's known needs, details the support they must be given in school and gives the parents the opportunity to think about 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 most 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. We also have some pupils with 'High Needs', who are waiting to be told when they can apply for an EHCP. This time-scale for this is set by the local authority. At this point in 2021, we have 4 children with EHCP's, and two others waiting for responses.

Range of SEN

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

We support children at St. George's in all of these need categories.

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 careful differentiation, these children have learning difficulties. Learning difficulties can be at different levels, from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD).

Sometimes learning difficulties can be within very narrow areas, these are known as Specific Learning Difficulties (SpLD). They include Dyslexia (which can affect reading, spelling or writing), Dyscalculia (a difficulty with number and maths) and Dyspraxia (co-ordination and motor planning needs).

Social, emotional and mental health difficulties

Some children may be withdrawn or isolated, or have challenging behaviour. The behaviour seen may come from underlying mental health difficulties including anxiety or depression, or conditions such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or an attachment disorder.

Sensory and/or physical needs

Some children have a disability such as a visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disability (PD).

Removing Barriers-adaptations.

At St. George's Catholic School we work to make sure all our young people can take part in all the opportunities and experiences we offer. We make changes when needed, for example to classroom layout, so moving about can be as easy as possible, or to timetables to meet particular needs. Activities, outings etc. are carefully selected so individual children can take as full a part as possible.

Some children use specialised equipment such as wheelchairs or supportive seating and day by day, teachers also provide modify activities and a wide variety of resources to help children. Resources range from different pencils/pens or 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. Children are given sensory or movement breaks, if they need them, and some are given a high level of 1:1 time in quiet distraction free places.

St. George's Catholic School staff, have skills and experience in meeting the needs of children with a wide range of SEN. On-going and updated training, as well as time spent working with specialist therapists, such as Occupational Therapists or Speech Therapists, ensure our staff can successfully deliver programmes needed by individuals.

Training and expertise/skills

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

In 2019-20 all staff had Autism Communication Trust Level 1 training and 'Attachment Awareness' training. At the start of 2020-21, 3 staff took part in 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
Talking Partners
Speech Therapy programmes
Socially Speaking
Attention Autism
Occupational Therapy Programmes
Write from the Start (Teodorescu)
Read, Write, Inc. 1:1 Tutoring
Learn to Move/Co-ordination group
Maths Count/1:1 maths
1+1, Power of 2
Individualised Literacy Intervention (ILI)
Social Stories
ELSA (Emotional Literacy Support)
Forest School

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 either tick lists of skills, standardized reading/ spelling/ maths tests or measures of vocabulary and grammar.

Social and Emotional Health

Helping to build strong social and emotional health, and the well-being of our pupils and staff is very important to us. It is part of our core school aim, 'to help all children to grow in mind, body and spirit'.

To support spiritual growth and understanding, pupils have 2 hours of Religious Education lessons each week. As part of this they are given time to explore and discuss a wide range of topics and different issues.

Children have regular SCARF lessons (Safety, Caring, Achievement, Resilience and Friendship) and staff use 'Mindfulness' approaches to help children to learn techniques such as self- calming.

We have a TA who is trained as an Emotional Literacy Support Assistant (ELSA). She works with individual children requiring help with areas such as building self-esteem, dealing with anger, bereavement or anxiety. We also have very strong links with our Parent and Family Support Advisor who regularly works with families and children who require some extra help or advice. We plan to have a second TA trained over the next year.

We have an Emotional Health First Aider.

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 are made to help children make a secure move to school. These often include extra planned visits or a more gradual start to school.

As a consequence of COVID 19 this year our regular visits to pre-schools 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. 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 go with our 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 within school each year require extra help to move confidently from one class to the next. To do with this extra planned opportunities are set-up for the child to become familiar with the new teacher and the new classroom. These include, staff swapping classes for story-time or some activities, so children can get to know them, or a child 'visiting' a 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 surrounding counties to provide for children in local authority care, or who may be fostered or who have previously been looked after. Mrs Bullock is the Designated Teacher (DT) for Looked After Children and works with class teachers to support them in our school. She attends 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 support given to 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
- Somerset 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

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

This report was put together by Marjorie Bullock and Catherine Farmer, with help and advice from parents of children with SEN.

March, 2021