

St George's Church of England Academy

SEND Information Report

Academic Year 25/26

Part of the Cidari Multi Academy Trust

Introduction

This Special Educational Needs and Disabilities (SEND) Information Report is published in accordance with section 69 of the Children and Families Act 2014 and Regulation 51 of the Special Educational Needs and Disability Regulations 2014. It sets out how St George's Church of England Academy identifies and supports pupils with special educational needs and disabilities.

The report is reviewed annually by the Senior Leadership Team and the SEND Link Governor, and is available on the school website at [St Georges](#). It should be read alongside the school's SEND Policy, the Accessibility Plan, and the Equality Information and Objectives statement.

If you have any questions about the content of this report or about your child's needs, please contact our SEND Coordinator (SENDCo), Mrs Rebecca Stirzaker, using the details below. For strategic matters or formal concerns, please contact Mr John Kerr, Assistant Headteacher for SEND and Inclusion.

Key contacts

Headteacher	Mr Graham Warnock
Assistant Headteacher (SEND and Inclusion)	Mr John Kerr john.kerr@cidari.co.uk
SEND Coordinator (SENDCo)	Mrs Rebecca Stirzaker rebecca.stirzaker@cidari.co.uk
Assistant SENDCos	Mrs R Anderton and Mrs J Scott – contactable via the school office
SEND Link Governor	Mrs C Seargeant – contactable via the school office
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1. What kinds of special educational needs are provided for at St George's?

St George's is a mainstream secondary academy serving pupils in Years 7 to 11. We make provision for pupils with needs across all four broad areas set out in the SEND Code of Practice 0 to 25 (DfE and DoH, 2015):

- Communication and interaction, including speech, language and communication needs (SLCN) and autism spectrum condition (ASC).
- Cognition and learning, including specific learning difficulties such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia/DCD), moderate learning difficulties, severe learning difficulties, and profound and multiple learning difficulties.
- Social, emotional and mental health, including attention deficit hyperactivity disorder (ADHD), attachment and trauma-related needs, anxiety, depression and other mental health difficulties.
- Sensory and physical needs, including visual impairment, hearing impairment, multi-sensory impairment and physical disabilities.

We recognise that some pupils may present with needs across more than one of these areas.

As of **08/09/25**, **106** pupils on roll are recorded as receiving SEN Support and **17** pupils have an Education, Health and Care Plan (EHCP). National comparison data is published annually by the Department for Education in the Special Educational Needs in England statistical release.

2. How does the school identify and assess pupils with SEND?

How are needs identified?

Concerns about a pupil's progress, behaviour or wellbeing may be raised by parents and carers, by the pupil themselves, by class teachers, or Heads of Department, or through routine monitoring. We use a range of evidence to inform identification, including:

- Information shared by primary schools at transition, including SEN records and EHCPs.
- Reading Plus baseline assessment is administered to pupils on entry to Year 7.
- KS2 attainment data, ongoing curriculum assessment and progress monitoring.
- Behaviour, attendance and pastoral data.
- Discussion with the pupil and with parents and carers.
- Where appropriate, specialist assessment from external services such as educational psychology, speech and language therapy, or occupational therapy.

Slow progress and low attainment do not, on their own, indicate SEND. A medical or clinical diagnosis (for example ADHD, autism or dyslexia) does not in itself place a pupil on the SEND register. The key test is whether the pupil requires provision that is additional to, or different from, the high quality teaching and universal strategies ordinarily available in school. The SEND register is a live record and is reviewed regularly to reflect current need.

What happens when a concern is raised?

Where a concern is raised, the subject teacher works with the SENDCo to analyse the pupil's needs and complete a SEND support referral form. The SENDCo triages referrals within 5 working days; where a referral raises safeguarding concerns, it is addressed within 24 hours. We follow the graduated approach set out in the SEND Code of Practice (paragraphs 6.44 to 6.56), known as Assess, Plan, Do, Review:

- **Assess:** gathering information from teachers, parents, the pupil and any specialist professionals.
- **Plan:** agreeing the support that will be put in place, the desired outcomes, and the review date.
- **Do:** implementing the support, with the class teacher remaining responsible for daily progress.
- **Review:** evaluating the impact of the support against the agreed outcomes and deciding on next steps.

In line with paragraph 6.19 of the Code, support is put in place during the assessment phase rather than waiting until assessment is complete. Notes from discussions and the agreed plan are recorded on ProvisionMap so that class teachers, Heads of Department and the Pastoral Support and Wellbeing team are aware of the pupil's needs and the agreed strategies. Parents are formally notified if their child is added to the SEND register.

If, after three full review cycles of enhanced or specialist support, there is still no evidence of progress academically or socially, the SENDCo, parents and the pupil will discuss whether to request statutory assessment for an EHCP.

3. How does the school make provision for pupils with SEND?

How is the effectiveness of provision evaluated?

Provision is reviewed termly through SEND review meetings, the Assess, Plan, Do, Review cycle and analysis of progress data. Records of these reviews are updated on ProvisionMap. The SENDCo monitors the progress of all pupils on the SEND register, including those with EHCPs, after every whole-school assessment cycle. Interventions delivered by teaching assistants are reviewed every half term to ensure they remain evidence-based, targeted and effective. The Governing Body receives an annual SEND report providing an opportunity for scrutiny, reflection and challenge.

The SEND team oversee a rigorous quality assurance cycle for all support staff, ensuring termly coaching and monitoring focuses explicitly on reducing pupil dependency and accelerating autonomous access to the universal curriculum.

How is pupil progress assessed and reviewed?

All pupils, including those with SEND, are assessed against age-related expectations through curriculum assessments, standardised assessments and teacher judgement. Pupils with SEND additionally have:

- Termly review of their pupil passport with the pupil, the SEND team and the family, recorded on ProvisionMap.
- Annual review of their EHCP where applicable, in line with section 44 of the Children and Families Act 2014, using Lancashire County Council parent and pupil advice forms to keep their voice central.
- Regular review of intervention impact using pre and post measures appropriate to the intervention.

What is the school's approach to teaching pupils with SEND?

High quality teaching, adapted to the needs of all pupils, is the foundation of our SEND offer and the first step in responding to a pupil who may have SEND. This is in line with paragraph 1.24 of the SEND Code of Practice and with the Education Endowment Foundation's guidance on Special Educational Needs in Mainstream Schools (EEF, 2020). All teachers are teachers of SEND.

Our universal offer ensures inclusive practice for all pupils from the outset. Key features include:

- Chromebooks for all pupils, fitted with OpenDyslexic software to support reading accessibility.
- Curriculum booklets printed in a dyslexia-friendly font and designed to reduce barriers to learning.
- A structured learning environment with clear routines and reduced visual noise, including limited classroom displays, to support pupils with sensory needs.
- A teacher-led instructional model providing clarity, consistency and scaffolding for all learners.
- Universal use of scaffolding strategies including modelling, guided practice and use of exemplars, to reduce reliance on ad hoc differentiation.

Where a pupil requires support beyond high quality teaching, this may include:

- In-class adaptive teaching strategies informed by the pupil's pupil passport.
- Targeted small-group interventions in literacy, numeracy or social and emotional skills.
- One to one support delivered by a teaching assistant or academic mentor, deployed in line with the EEF guidance Making Best Use of Teaching Assistants (EEF, 2018). The majority of in-class one to one and one to two support is directed towards pupils with EHCPs with the aim to reduce dependency and accelerate the pupil's ability to access the universal curriculum independently. .
- Specialist external input where assessment indicates this is needed.

How is the curriculum and learning environment adapted?

In addition to our universal offer, further adaptations are made where appropriate:

- **Physical environment:** lifts, ramps, accessible toilets, and disabled showers and changing facilities.
- **Assistive technology:** large-print textbooks, low-vision aids such as Far Viewers and magnifiers, examination reader pens, and coloured overlays.
- **Communication:** hearing loop systems (with planned expansion), specialist equipment, and augmented forms of communication.
- **Individual adaptations:** preferential seating, additional processing time, scaffolded writing frames, pre-teaching of vocabulary, and modified texts. These are recorded on the pupil passport and shared with all teaching staff.
- **Inclusive curriculum design:** the Assistant Headteacher (SEND and Inclusion) and the SENDCo work closely with Heads of Subject to review

curriculum design, so that subject-specific knowledge sequencing proactively addresses common barriers across the four broad areas of SEND. The universal offer is inclusive by design rather than reliant on reactive differentiation.

St George's takes a deliberate, evidence-led approach to sensory and physical regulation. Every minute of lesson time matters, and a fragmented learning experience disadvantages pupils with SEND more than their peers. Our 55-minute lesson length is shorter than the secondary standard, which makes it both reasonable and beneficial for pupils to remain in the classroom for the full lesson wherever possible.

We therefore build regulation capacity within the lesson, through environmental design (clear routines, reduced sensory load, considered seating, sensory aids recorded on the pupil passport) and through teaching strategies (chunking, modelling, retrieval routines, and whole-class reset activities such as choral responses, stand-to-answer and short whiteboard tasks). These provide regulation opportunities within the flow of the lesson rather than removing pupils from learning.

In exceptional circumstances, where evidence indicates that in-class strategies are not sufficient, additional arrangements may be agreed on a case-by-case basis. Any such arrangements are determined by the SENDCo, set out in writing, time-limited, and reviewed regularly, in line with our duties under the Equality Act 2010 and section 66 of the Children and Families Act 2014.

What additional support is available?

Additional support is determined on a case-by-case basis. Examples include:

- Direct Instruction delivered by the SENDCo during timetabled sessions and specialist post school interventions for pupils in Years 7 and 8, focusing on literacy and numeracy catch up.
- Bespoke Year 7 provision: pupils in Year 7 with higher levels of need are supported in a designated classroom with dedicated SEND support, easing transition to secondary school.
- Lunchtime respite and homework clubs for Years 7 and 8, alongside lunch and after-school wellbeing groups designed to support pupils with social communication needs and to reduce barriers to inclusion.
- St George's takes a deliberate, evidence-led approach to sensory and physical regulation. Every minute of lesson time matters, and a fragmented learning experience disadvantages pupils with SEND more than their peers.

Our 55-minute lesson length is shorter than the secondary standard, which makes it both reasonable and beneficial for pupils to remain in the classroom for the full lesson wherever possible.

- We therefore build regulation capacity within the lesson, through environmental design (clear routines, reduced sensory load, considered seating, sensory aids recorded on the pupil passport) and through teaching strategies (chunking, modelling, retrieval routines, and whole-class reset activities such as choral responses, stand-to-answer and short whiteboard tasks). These provide regulation opportunities within the flow of the lesson rather than removing pupils from learning.
- Access arrangements for examinations, including extra time, a reader, a scribe, or a separate room, where assessed need indicates these adjustments. Psychometric testing is carried out where required to inform access arrangements. SENDCo, in line with our duties under the Equality Act 2010 and section 66 of the Children and Families Act 2014.

What enrichment is available beyond the curriculum?

Pupils with SEND are entitled to take part in all of the school's enrichment offer, including extra-curricular clubs, educational visits, sports and the arts. We offer a comprehensive elective programme of after-school activities available to all pupils, and pupils with SEND are actively supported to take part alongside their peers. Trips and activities are planned with accessibility in mind, considering venues, transport and support needs. Where barriers exist, we work with families to make reasonable adjustments. The Equality Act 2010 anticipatory duty applies to all aspects of school life, not only to the classroom.

What support is available for emotional, mental and social development?

Pastoral and wellbeing support is led by the Pastoral Support and Wellbeing (PSW) team. Specific support includes:

- Daily check-ins for pupils who need them.
- **SCHOOL COUNSELLING SERVICE IS OFFERED, Angela Preston.**
- The Emotional Literacy programme described above, plus lunchtime and after-school wellbeing groups.
- Referral to external services, including the Mental Health Support Team, CAMHS, Early Help and Wellbeing, and voluntary sector partners where indicated.

All staff are trained to recognise indicators of mental health concerns and follow the school's wellbeing referral pathway. The school maintains a zero-tolerance

approach to child-on-child abuse, in line with our Safeguarding and Child Protection Policy.

4. Who is the SENDCo and the SEND leadership team?

Strategic leadership of SEND across the school is provided by Mr John Kerr, Assistant Headteacher for SEND and Inclusion. Mr Kerr ensures that provision is aligned with the school's vision and values, that outcomes for pupils with SEND are ambitious and sustained, and that placement and provision are reviewed regularly.

Operational leadership of SEND is provided by our SEND Coordinator (SENDCo), Mrs Rebecca Stirzaker. Mrs Stirzaker leads on the development and implementation of individual SEND plans, school-wide reasonable adjustments and interventions, manages the SEND team, and acts as the first point of contact for parents and carers..

Mrs Stirzaker is supported by two Assistant SENDCos, Mrs R Anderton and Mrs J Scott, who coordinate provision, lead interventions, monitor pupil progress, provide coaching and guidance for staff and lead the rigorous termly coaching and quality assurance cycle for all teaching assistants

Mrs Stirzaker can be contacted by email at rebecca.stirzaker@cidari.co.uk or by telephone on 01253 316725. Mr Kerr can be contacted by email at john.kerr@cidari.co.uk. Email is generally the quickest way to make initial contact, and a response will be provided within 5 working days.

5. What expertise and training do staff have?

At St George's, high quality teaching for pupils with SEND depends on staff expertise. We therefore ensure that:

- All new staff receive SEND induction training before they begin teaching, covering the SEND Code of Practice, school processes and practical classroom strategies.
- Ongoing SEND training is provided through whole-school and departmental CPD, tailored to emerging needs.
- The SEND team provides targeted training on specific needs, including autism, ADHD, social, emotional and mental health, dyslexia, and sensory and physical impairments.
- Support staff, including teaching assistants and academic mentors, access role-specific training on intervention delivery, use of assistive technology and supporting independence.

- Specialist professionals, such as Educational Psychologists, Speech and Language Therapists and the Mental Health Support Team, are invited to deliver bespoke training where relevant.
- Quality assurance cycle for support staff extends to monitoring the quality of adaptive teaching by class teachers through departmental work and CPD, ensuring all teachers are teachers of SEND

The SEND team includes the Assistant Headteacher for SEND and Inclusion, the SENDCo, two Assistant SENDCos, Academic Mentors and a number of Teaching Assistants. The number of Teaching Assistants flexes in line with the cohort and funded EHCPs, ensuring provision is responsive to need. Where the school does not hold expertise internally, we commission specialist input from external services.

This approach fulfills the school's duty under section 66 of the Children and Families Act 2014 to use its best endeavours in securing special educational provision.

6. How are equipment and facilities for pupils with SEND secured?

Most equipment and resources required by pupils with SEND are provided through the school's delegated SEND budget. Where a pupil with more complex needs or disabilities requires specialist equipment, this is identified through the assessment and review process, and additional funding can be requested via the pupil's EHCP annual review or, where appropriate, through external grants. Decisions are made by the SENDCo in consultation with the relevant teaching team and the family.

Examples of equipment and adjustments provided include large-print textbooks, low-vision aids such as Far Viewers and magnifiers, examination reader pens, coloured overlays, hearing loop access, and laptops with assistive software where indicated.

The school's Accessibility Plan, available on the school website, sets out our strategic approach to improving the physical environment, the curriculum and the way information is provided, in line with the Equality Act 2010.

7. How are parents and carers consulted and involved?

Parents and carers are partners in their child's education. Co-production with families is a school-level operating principle of the SEND Code of Practice (paragraph 1.25). Where special educational provision is being considered, the SENDCo holds an early discussion with the pupil and their parents or carers to ensure that:

- A clear understanding is developed of the pupil's strengths as well as their areas of difficulty.
- Parents' and pupils' views, concerns and aspirations are taken into account.
- The outcomes sought for the pupil are agreed and understood by all parties.
- Next steps are clear and responsibilities are shared.

We continue to consult parents through:

- Termly review meetings with the pupil, parent or carer, and a member of the SEND team.
- Annual EHCP reviews, where applicable, with statutory invitation to all involved professionals.
- Parents' evenings, with the option of an additional appointment with the SENDCo where helpful.
- Open access to the SENDCo by email or telephone for between-meeting contact.
- An annual SEND parent and carer questionnaire, the findings of which inform our SEND development priorities.

8. How are pupils consulted and involved?

Pupils are involved in their own provision in age-appropriate ways. Each pupil with SEND has a pupil passport that is co-produced with them, recording their strengths, the things they find difficult, what helps, and the outcomes they are working towards. Pupil passports are held on ProvisionMap and reviewed termly with the pupil. Older pupils contribute directly to their EHCP annual reviews and to decisions about their provision and progression.

Pupil voice is also gathered through pupil questionnaires, focus groups and the school council.

9. How does the school support transition?

Transition into Year 7

A member of the SEND team visits every Year 6 pupil at their primary school, with transition forms completed by the class teacher. Where SEND needs are identified, or an EHCP is already in place, the SEND department observes the pupil and liaises with the primary SENDCo to agree provision requirements. The St George's SENDCo attends Year 6 annual reviews wherever possible. Pupils already on a primary SEND register are recognised on transfer through the census.

Enhanced transition for pupils with SEND may include extended taster days, "My New School" transition booklets, additional visits, and meetings with the new form

tutor and SEND team before the end of the summer term. Information from primary schools is reviewed before the start of term so that classroom adjustments are in place from day one. All Year 6 pupils attend taster days in the summer term, during which pupils with SEND are observed by the SENDCo or a teaching assistant who will support them.

Transition between year groups within school

Information about each pupil's needs and successful strategies is passed on at the end of each academic year to the next year's teaching team and form tutor. Pupil passports are reviewed and updated for the new year.

Transition to post-16 destinations

From Year 9 onwards, annual reviews for pupils with EHCPs focus on Preparation for Adulthood, including pathways into further education, training or employment, in line with paragraphs 8.9 to 8.12 of the SEND Code of Practice. Year 11 pupils with SEND receive enhanced careers guidance through the school's Careers Lead, in line with the Gatsby Benchmarks.

Representatives from colleges and training providers are invited to attend annual reviews. Staff from St George's may accompany pupils on visits to future placements to reduce anxiety and ensure provision is discussed in advance. Preparation for Adulthood outcomes (employment, independent living, community inclusion and health) are considered explicitly from Year 9 onward.

10. How can parents raise concerns or complaints?

If you have a concern about your child's SEND provision, please raise it in the first instance with the SENDCo, Mrs Rebecca Stirzaker, who is the school's first point of contact for SEND queries. If the matter cannot be resolved informally, please contact the Assistant Headteacher for SEND and Inclusion, Mr John Kerr, or the Headteacher, Mr Graham Warnock.

If you remain unsatisfied, the school's Complaints Policy sets out the formal stages of complaint and is available on the school website at [STG Complaints](#). If a complaint relates specifically to provision under an EHCP, parents have the right to escalate to the Local Authority and, in respect of certain decisions, to the First-tier Tribunal (Special Educational Needs and Disability).

Parents of pupils with disabilities have the right to make a disability discrimination claim to the First-tier SEND Tribunal where they believe that the school or the Local Authority has discriminated against their child. Claims may relate to exclusions, the provision of education and associated services, and reasonable adjustments, including the provision of auxiliary aids and services. The SEND Tribunal can be contacted on 01325 289350 or at SEND@justice.gov.uk.

In addition, parents can access the Disagreement Resolution Service and Mediation arrangements provided by Blackpool Council. Information is available on the Blackpool Local Offer at [Local offer](#).

11. How does the school work with external agencies?

We work with a range of external services to support pupils with SEND and their families. These include:

- Blackpool Local Authority SEND Team
- Educational Psychology Service
- Specialist Teacher Service
- Speech and Language Therapy Service
- Occupational Therapy and Physiotherapy services
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Team
- Early Help and Wellbeing
- School Nursing Service
- Children's Social Care, where safeguarding or family support is involved
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Referrals to external services are made by the SENDCo or the Pastoral Support and Wellbeing team in consultation with parents and carers and, where appropriate, with the pupil's consent. We share information with external partners only with the appropriate consent and in accordance with our Data Protection Policy and the General Data Protection Regulation.

12. Where can parents and carers find further support?

Parents and carers can access independent information, advice and support through:

- Blackpool SEND Information, Advice and Support Service (SENDIASS) The Blackpool Local Offer
- Independent Provider of Special Education Advice (IPSEA) – www.ipsea.org.uk
- SOSSEN – www.sossen.org.uk
- Contact, the charity for families with disabled children – www.contact.org.uk

13. Where is the Local Authority's Local Offer published?

Blackpool Council's Local Offer sets out the support that is available locally for children and young people aged 0 to 25 with SEND and their families. It can be accessed at:

Where a pupil resides outside the Blackpool local authority area, the Local Offer of their home authority also applies. Links to neighbouring authorities are available through the Blackpool Local Offer page.

Statutory framework

This SEND Information Report is published under:

- Section 69 of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- The SEND Code of Practice 0 to 25 (DfE and DoH, 2015)
- The Equality Act 2010, including the public sector equality duty (section 149) and the duty to make reasonable adjustments (section 20)

Review and approval specify MAT Governance Linkage: State how the Cidari Multi Academy Trust Board holds the academy to account for the SEND strategy and outcomes.

Approved by	Graham warnock
Date approved	12/05/2026
Next review date	12/05/2027
Author	Mr John Kerr, Assistant Headteacher for SEND and Inclusion
Linked policies	SEND Policy; Accessibility Plan Behaviour Policy; Anti-bullying Policy; Safeguarding and Child Protection Policy; Complaints Policy; Data Protection Policy; Admissions Policy