

# St George's School

A CHURCH OF ENGLAND ACADEMY

## SEND

DIGNITY **HOPE**  
COMMUNITY  
**WISDOM**  
HUMILITY  
**KINDNESS**



**Approved by:**

**Date:**

**Compiled by:**

Ms Howson

**Last reviewed on:**

December 2022

**Next review due by:**

December 2023

## Vision

Through appreciating and promoting the Christian values of dignity, hope, community, wisdom, humility and kindness, all members of St George's are encouraged to be aspirational.

We aim to positively impact upon each other and society so that we contribute to a world where, inspired by St Paul, we can **'be devoted to one another in love. Honour one another above yourselves'**

St George's is dedicated to providing this for our students, within our own distinctive circumstances. Whilst everything we do is underpinned by John 10.10, we thought it appropriate to choose another verse to guide us in our day to day decisions, one closely related to our values and culture. Having consulted with stakeholders, we settled on Romans 12.10, the favourite with our students.

This verse, 'Be devoted to one another in love. Honour one another above yourselves.' reflects our expectations. We hope to inspire our students to set an example to society by valuing and honouring others, thus demonstrating a commitment to our values which will stay with them for life. Our aim is to help our students to have a positive impact on the world, and the people around them.

St George's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example. Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

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# 1. Aims

## **Our SEND policy and information report aims to:**

- Set out how St George's will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

St George's is a Church of England Academy whose curriculum offers a meaningful encounter with the Christian faith and practice in a way which is life enhancing. Opportunities are provided which allow ALL pupils to learn and achieve. The spiritual, moral, cultural, intellectual and physical development of pupils is promoted and pupils are prepared for the opportunities, experiences and responsibilities of adult life.

## **St George's will:**

- Follow a whole school approach ensuring the educational needs of all our pupils are met.
- Maintain a system which identifies, provides for and monitors the progress of pupils with special educational needs and disabilities.
- Distribute relevant information ensuring the needs of pupils are met.
- Provide support, advice, training and resources for all staff to provide a curriculum that meets the needs, abilities and aspirations of pupils with SEND.
- Reinforce that all teachers are teachers of pupils with SEND.
- Use our best endeavors to ensure every one of our pupils with SEND gets the support they need.
- Ensure all our pupils with SEND engage in the extra-curricular activities of our school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for coordinating the SEND provision (SENCO: Ms. T Howson).
- Promote the involvement of parents as partners in the education of their children.
- Inform parents when we make special educational provision for their child.
- Involve pupils in decisions about the provision to meet their educational needs.
- Prepare a report on our implementation of the SEN policy, the admission arrangements of disabled children and how we prevent disabled pupils from being treated less favourably than others.
- Ensure facilities enable disabled pupils to gain access to the school and improve this accessibility over time.
- Work within the guidance provided by the SEND Code of Practice (2014).

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

#### **They have a learning difficulty or disability if they have:**

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

#### **4.1 The SENCO**

##### **The SENCO is Ms.T Howson. She will:**

- Work with the headteacher and SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

#### **4.2 The SEN Governor**

##### **Currently the SEN Governor of St George's is Mrs C Seargeant. She will:**

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

### **4.3 The headteacher**

#### **Mr. Warnock, the headteacher, will:**

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Work with Heads of Department to ensure a coherently sequenced curriculum is delivered to meet the needs of all pupils, with or without SEND.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **4.4 Heads of Department**

#### **Heads of Department will:**

- Design and develop coherently sequenced curriculum plans that meet the needs of all pupils, with or without SEND.
- Ensure teachers are using appropriate scaffolding techniques and approaches within classrooms to meet the needs of all pupils in their classes.
- Ensure pupils with SEND are closely monitored within their subject areas and progress concerns swiftly acted upon.
- Ensure any pupils with SEND are included in subject specific interventions where pupils are not meeting attainment targets.

### **4.5 Class teachers**

#### **Each class teacher is responsible for:**

- The progress and development of all pupils in their classes.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of subject specific support and interventions, and ensure they are linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

#### **Our school currently provides additional and/or different provision for a range of needs, including:**

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, developmental coordination delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy.
- Moderate and multiple learning difficulties.

## 5.2 Identifying pupils with SEN and assessing their needs

On entry into Year 7, current skills and levels of attainment are identified and assessed in a variety of ways for all pupils, which can help to highlight those that may require additional interventions and / or support. Transition information is also received from primaries during transition visits by St George's staff, which includes whether the pupil has previously been on the SEN register or received additional support in the past

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, the SENCO, in collaboration with Heads of Department and teachers will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. This information will be used to determine the support that is needed and whether it can be provided by adapting our core offer (high quality teaching) or whether something different or additional is needed. Other factors that may affect progress and attainment are also considered, such as whether the child has had issues with attendance, is looked after or previously looked after, or is on the pupil premium register, for example, and appropriate actions are taken to ensure the pupil's needs are best met.

## 5.3 Consulting and involving pupils and parents

The SENCO will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parental and pupil concerns and wishes are taken into account.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to SIMs so class teachers, Heads of Department and PSW teams are aware. The SENCO will notify parents when it is decided that a pupil will be added to the SEN register and receive additional SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

St George's follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

If the pupil is not making expected progress, the subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. An SEN support referral form will be completed, detailing concerns and difficulties the pupil is experiencing in the classroom. This includes information regarding:



- The teacher's assessment and experience of the pupil,
- Their previous progress and attainment or behaviour,
- Other teachers' assessments, where relevant (to decide whether the difficulties are subject specific, or cross curricula),
- The pupil's current grades compared with target grades,
- Which scaffolding approaches have already been implemented and reflections on why they were not successful.
- Potential access arrangements that may benefit the pupil.

The collaborative approach at St George's means that lesson or curriculum plans may be reviewed with the Head of Department or lesson observations may take place to support the teacher in providing the right scaffolding approaches to enable the pupil to succeed. Referrals to outside agencies such as specialist teacher services, Mental Health in Schools Team or Early Help and Wellbeing can also be implemented, dependent upon pupil need.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the use of SIMs. Termly SEN meetings with parents and pupils will review the effectiveness of the support and any interventions, and their impact on progress. Psychometric testing may be carried out if appropriate, to determine necessary access arrangements for pupils to use both within classes and for formal assessments and examinations.

If, after three cycle reviews of enhanced or specialist support being implemented there continues to be no evidence of progress academically or socially, a decision will be made between the pupil, SENCO and parent about whether appropriate next steps should include a request for statutory assessment for an EHC (Education, Health and Care) plan.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

A member of St George's school staff will visit every Year 6 child at their primary school and transition forms are completed by the pupil's teacher. Where SEN needs are identified, or if the pupil already has an EHC plan in place, the SEN department will visit the school to observe the pupil and liaise with the primary school SENCO regarding specific pupil needs. The St George's SENCO will also attend Year 6 annual reviews, where possible, so provision requirements can be detailed and agreed. Extended taster days can be arranged, or 'My New School' folder can be provided to alleviate anxieties or worries. If the pupil is on the SEN register at primary school, this will automatically be recognised by the census and transferred on transition to secondary school. Taster days are offered to all Year 6 pupils in the summer term before their transition and pupils with SEND are observed by either the SENCO or the teaching assistant allocated to support them.

All pupils that have an EHC plan in school will have an annual review, which, from Year 9, will have a focus on the Preparation for Adulthood agenda. This involves discussing potential next steps or career paths and ensures both pupil and parent voice is embedded within the transition process.

Pupils in Year 11 with an EHC plan are provided with extensive support to ensure a smooth transition to the next phase of their education or training. A member of the pupil's preferred college or training provider learning support team will be invited to attend the Year 11 annual review so provision can be communicated and agreed. Teaching assistants or the SENCO will often visit potential colleges with the pupil to alleviate worries and concerns, well in advance of the change of provision.

All Year 11 pupils on the SEN register receive careers advice and guidance from the school careers officer, where next steps and future career paths are discussed. Termly review meetings with Year 11 pupils and

their parents will highlight any concerns so appropriate information and guidance can be provided.

## **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their classes. High quality teaching approaches are St George's first step in responding to pupils who may have SEND; using challenge, explanation, modelling, practice, questioning and providing effective feedback. Where additional support and / or interventions are found to be required, these are provided based on individual pupil need.

The graduated approach ('Asses, Plan, Do, Review') is used to measure whether interventions are effective and whether progress is being made. Where needs are not being met at each review stage, a more enhanced provision of support is agreed with pupils and their parents, ultimately resulting in a request for statutory assessment if required.

## **5.7 Adaptations to the curriculum and learning environment**

### **Information from the Accessibility Policy: School Environment**

All of St George's buildings have accessibility adaptations such as a lift and ramps in some locations. Disabled toilets are in the building and some buildings (Sports Hall) also house a disabled shower and changing facilities. We have emergency fire chairs and reasonable adjustments are made to classrooms. We aim to incorporate more adaptations such as hearing loop systems, specialist equipment and augmented forms of communication over time.

Plans are also currently in place to provide a dysregulation area (SEND space) for pupils with SEMH needs, in order to provide emotional support and develop self-regulation techniques.

### **Curriculum**

We aim to ensure all information presented to pupils and/or parents is accessible. We have enlarged/modified written information, have coloured overlays and written information printed on coloured paper, braille and large print textbooks and low vision, visual equipment for example 'Far Viewers' and magnifiers for those pupils who are visually impaired. We also have examination reader pens. All possible steps are taken to ensure any pupil or staff member who is or becomes disabled will have every opportunity to remain in school and have provision adapted, where possible to fully meet their needs. This could also include extra adult support, teaching and learning aids, access arrangements and adjusting the physical environment where possible.

## **5.8 Additional support for learning: internal and other agency information**

St George's currently aim to have 2 assistant SENCO's, five teaching assistants and three academic mentors in the main school who are trained to provide support to pupils based on their individual needs. During timetabled lessons, the majority are allocated 1:1 or 1:2 to pupils with Education, Health and Care Plans, including interventions to those who may be experiencing social, emotional or mental health difficulties. Our SENDCO runs Direct Instruction during morning meetings for pupils in year 7 and 8. Pupils in year 7 are also taught in a bespoke classroom with designated SEND support. Lunchtime clubs run for year 7 and 8 as well as a lunch and after school wellbeing group for those pupils identified as having difficulties with social communication.

Other staff in school include two wellbeing officers, pupil support workers and psychotherapist; all who are involved in providing additional support to pupils where necessary.

## **St George's work with the following agencies to provide support for pupils with SEND:**

- Blackpool Inclusion Service (SENDIASS / SENDCO)
- Specialist Teacher Services (VI, HI and Educational Psychologist)
- Mental Health in Schools Team
- Blackpool Intervention Service
- Speech and Language Therapy
- Occupational Therapy
- Children's Social Care / Independent Reviewing Officers
- Multi-agency Safeguarding

### **5.9 Expertise and training of staff**

The current SENCO, Ms. Howson has worked at St George's for over 4 years, as a Lead Practitioner and now SENCO. She is allocated on average 15 hours per week to perform the SENCO role.

St George's currently aim to have 2 assistant SENDCO's, five teaching assistants and three academic mentors in main school who are trained to provide support to pupils based on their individual needs

### **5.10 Securing equipment and facilities**

The majority of equipment and resources required by pupils with SEND are provided through SEN delegated and top-up funding. If specialist equipment is required for pupils with more complex needs or disabilities with an EHC plan, funding can be requested via the annual review process.

### **5.11 Evaluating the effectiveness of SEN provision**

#### **We evaluate the effectiveness of provision for pupils with SEND by:**

- Reviewing pupils' individual progress towards their agreed outcomes each term by holding meetings with the pupil and their parents. A record of the termly SEN support review is updated and included within the pupil's SEND information on synergy as a 'pinned' file.
- Reviewing the impact of interventions with teaching assistants every half term.
- Monitoring the progress of all pupils on the SEN register and those with EHC plans by the SENCO after every assessment cycle.
- Monitoring attendance at, and engagement in interventions, with action taken swiftly if required.
- Holding annual reviews for pupils with EHC plans, using parent and pupil advice forms from LCC to ensure their involvement in the review process and any decisions that are made.

In the near future, pupil questionnaires will inform the review and evaluation cycle of the effectiveness of SEND provision at St George's .

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities, residentials and school visits are available to all our pupils, including our before-and after- school clubs. Additional teaching assistant support is provided for those pupils that may need it to guarantee there are no barriers to participation. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Admission Procedures**

The Governing Body at St George's admits pupils according to the Admissions Policy (available on request or on the website). If admission is to be made under the criterion for special medical, educational or social circumstances, evidence should set out the particular reasons why St George's is the most suitable school and the difficulties that would be caused if the child had to attend another school. St George's should be named within the Education, Health and Care plan and if possible, the SENCO invited to the Year 6 annual review along with the Blackpool SENDCO, to agree that St George's can meet the individual pupil's needs and confirm provision and support requirements.

### **Accessibility**

The school's accessibility policy (available on request or on the website) outlines the adaptations made for disabled pupils within school. The physical environment enables disabled pupils to take advantage of the full range of education, intervention and extra-curricular activities on offer.

One of the developments currently under way in school is the provision of a 'dysregulation' area within the SEND space at St George's, which will allow pupils the opportunity to self-regulate their emotions in a calm, supported environment.

## **5.13 Support for improving emotional and social development**

St George's provides support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in all extra-curricular activities, both within and outside school hours.
- Pupils experiencing social or emotional difficulties can be invited to engage in an 'Emotional Literacy' support programme, delivered by a qualified teaching assistant.
- The Pastoral and Wellbeing teams at St George's offer support, advice and guidance to those pupils experiencing difficulties with friendships, transition and mental health concerns.
- St George's have a zero tolerance approach to bullying: the 'Action Against Bullying Policy' is available on request or on the school website.

## **5.14 Complaints about SEN provision**

Complaints about SEN provision at St George's should be made to the SENCO, Ms. Howson or Mr. Warnock, Headteacher in the first instance. If no resolution is agreed, they will then be referred to the school's complaints policy, which is available on request or on the website.

Advice and guidance on SEND issues can be sought from the Information, Advice and Support Team (IAS) of Blackpool Borough Council; further information can be found on this website:

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Education-for-all/Support-for-children-with-special-needs.aspx>

The parents of pupils with disabilities have the right to make disability discrimination claims to the

First-Tier SEND tribunal if they believe that St George's or Blackpool Borough Council has discriminated against or made a wrong decision regarding their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

They can be contacted on: 01325 289350 or [send@justice.gov.uk](mailto:send@justice.gov.uk)

### Contact details for raising concerns

#### **Any SEND concerns about a pupil at St George's can be raised with:**

- Ms. Howson (SENCO) via 01253316725 or [Tracey.Howson@cidari.co.uk](mailto:Tracey.Howson@cidari.co.uk)
- Main office triage [STGenquiries@cidari.co.uk](mailto:STGenquiries@cidari.co.uk)

#### **5.15 The local authority local offer**

Our contribution to the local offer is:

Details of the Blackpool SEND Local offer is published here:

<https://www.fyidirectory.co.uk/blackpool-local-offer>

## **6. Monitoring arrangements**

This SEND Policy and Information Report will be reviewed by Ms. Howson (SENCO) every year and also be approved by the governing body. It will be updated if any changes to the information are made during the year.

The governing body also receives an annual SEND report, which provides an opportunity for scrutiny and critical questioning.

## **7. Links with other policies and documents**

#### **This policy links to the following documents:**

- Accessibility Policy
- Equal Opportunities Policy
- Admissions Policy
- Behaviour Policy
- Complaints Policy
- SEN and Disability Local Offer 2022–23