

St. George's Catholic Primary School



We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future.

Our Special Educational Needs and Disability (SEND) Information Report

2018-19

Our Commitment and Aspirations

St George's Catholic Primary School is a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ, in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children. Please also refer to our SEND Policy for details of how we implement support: <http://www.stgeorgesprimary.org/index.php/en/school-information/send/send2>

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we generate (alongside parents and pupils) SEN support plans, which help support their development and monitor progress.

We aim to ensure that children with SEND at St. George's Catholic Primary School make good progress ensuring they reach their full potential and achieve in line with or better than other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Termly SEND support plan meetings allow parents and teachers to meet in order to discuss their child's targets and next-steps in depth. Children's views are also critical in ensuring the right provision to meet children's needs. Their views are regularly ascertained during teacher/pupil meetings and their individual targets are shared so they feel part of the whole process. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies (including those that we buy in additionally such as a Speech and Language Therapist, Educational Psychologist and a School Counsellor), who assess children and advise parents and the school.

Other useful documents such as our SEND Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at St. George's Catholic Primary School, then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEND?

- **Class teachers** – responsible for;
Planning the curriculum and differentiation, assessing your child's progress and personal social development and health education (PSHE).
- **Teacher in charge of SEND, the Special Educational Needs Coordinator (SENCO) – Miss Helen Ahern** responsible for;
Co-ordinating all the support and intervention in the school, keeping parents informed, holding the SEND reviews and liaising with all agencies involved in your child.
- **Head teacher – Mrs Deirdre Monaghan** responsible for;
The day to day aspects of the school and all the arrangements for children with SEND. The Head teacher has to report to the Governing Body on all aspects of SEND in the school.
- **SEND Governor – Mrs Miriam Jones** responsible for;
Making sure the necessary support is made for every child with SEND, who attends the school.

Contact details for all: Tel: 0208 422 1272 Email: office@stgeorges.harrow.sch.uk

Leadership of SEND Provision

The SEND Governor and head teacher ensure that appropriate provision is discharged for pupils with SEND. They monitor the progress of pupils with SEND ensuring that the provision specified in Statements and EHC plans are made and monitor the expenditure on SEND.

Our SENCO, who has achieved the National Award for Special Educational Needs (SEN) Co-ordination, co-ordinates support and interventions across the school, and from outside agencies. The SENCO will ensure that provision is made in accordance with the SEND and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with SENCO, will assess whether the child has SEND.

- Where a Special Educational Need is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school) the school will work with the parents and pupil to ensure a smooth and successful transition.
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND.
- Most pupils with SEND have their needs met as part of the high quality teaching at our school. Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and the school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).

Education Health and Care Plan (EHCP): Education Health and Care Plans (EHCP) are integrated support plans for children with Special Educational Need and Disability (SEND), from 0-25. This is issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP Plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living

The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs
- The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEN

How will I know how well my child is doing at school?

In our school we have:

- An open door policy - parents welcome to make an appointment at any time
- Partnership between parents/carers/ pupils and teachers - we will communicate on a regular basis
- Meetings with SENCO on a termly basis (or within an agreed timescale).
- If your child has an EHC plan there will be formal meetings (Annual Reviews) where progress is reported on, and a report written and available.

The different type of support that may be available for children at this school is set out below:

The school budget includes money for supporting children with SEND. The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school. The head teacher and the SENCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Funding is used for:

- Highly trained Teaching Assistants (e.g. Elkan)
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Resources, interventions, specified adaptations and equipment that will help to support pupils with SEND.

The following outside agencies work with the school and offer: support programs, advice, strategies and recommendations which are delivered in school:

- Educational Psychology Service (EPS)
- Harrow Autism Team
- Brent Outreach Autism Team (BOAT)
- Springhallow School Outreach ASD Advisors (Ealing)
- Harrow Children's Sensory Team
- Speech and Language Therapy
- Occupational therapy
- CAMHs
- Wizard Theatre Group
- School Nurse
- Pediatric Services
- Counsellor (ConnectEd – Catholic Children's Society)

What are the different types of support that may be available for children at this school?

| Area of needs | Whole school ethos and practice | Possible focussed support for some children's additional needs | Possible support and intervention for a small number of children who may or may not have an EHC |
|---|--|---|---|
| Social, mental and emotional health needs | <ul style="list-style-type: none"> ● Consistent application of the school's behaviour policy ● A positive supportive and nurturing environment ● Circle time/PSHE curriculum, including awareness and prevention of bullying ● Proactive use of Learning Mentor ● Liaison with outside agencies ● Rewards, sanctions (e.g. Golden Time, time-out sessions) ● School/class rules ● Behaviour logs ● Risk management ● Timers ● Emotion cards ● Appropriately differentiated learning activities with opportunities for breaks / movement. ● PE Leaders ● School Council ● Pupil Chaplains ● Visual timetables | <ul style="list-style-type: none"> ● Early identification and assessment in school ● Additional advice and support from outside agencies ● Adaptations to the curriculum to secure engagement ● Support to build relationships and engage ● Support from highly trained Learning Mentor. ● Targeted support by appropriately trained LSA <ul style="list-style-type: none"> ● Home-link books ● Individualised reward systems ● Social skills groups ● Wizard Theatre ● Circle time-small groups ● Materials/ resources to support: e.g. squeeze balls, blue tac pieces ● Access to timetabled 'movement' breaks. ● 'First/next' timetables ● 'Good listening' prompts ● Prior warning of changes to routines ● Transition work and support | <ul style="list-style-type: none"> ● Interventions are implemented, reviewed and revised ● Work with parents to refer to CAMHS/other outside agencies ● Targeted intervention to promote social skills and emotional resilience ● Adaptations to physical environment eg time out ● Monitoring and support in unstructured time eg breaks/ lunch ● Behaviour Management Plan ● Educational Psychology Support ● School Counsellor support ● Support from the Learning Mentor. ● Behaviour Management Plan <ul style="list-style-type: none"> ● Counselling / mentoring – individual basis. ● Personal reward /sanction process ● 1:1 social skills ● Key social skills taught explicitly ● Input outside agency support/recommendations ● SALT ● Social stories ● Individual workstation |

| | | | |
|--|--|--|--|
| <p>Speech, language, communication and interaction</p> | <ul style="list-style-type: none"> ● Staff trained to meet the diversity of communication language skills ● Strong emphasis on speaking and listening and phonics teaching ● Communication friendly learning environment <ul style="list-style-type: none"> ● Differentiation of activities and resources ● Visual aids ● Visual timetables ● Talk partners ● Explicit teaching and display of key words/ vocabulary ● Drama activities ● Pre and post teaching ● Additional processing time ● Simplified Language direct and broken down, with careful use of questioning, rephrasing & repetition ● Modelling ● Word banks ● Targeted questioning ● PSHE lessons ● Group work ● Checking of understanding & listening ● Different learning approaches such as role play & language | <ul style="list-style-type: none"> ● Small group phonic support ● Personalised support within the class ● Language monitoring systems upon entry to Reception and follow up provision ● Eklan trained learning support and SENCO <ul style="list-style-type: none"> ● Social skills groups ● Learning mentor support ● Small group pre and post teaching ● Vocabulary books ● Wizard Theatre drama groups ● 'Buddy' support | <ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class TA support ● Alternative communication systems, ie PECs ● Access to personal ICT ● Speech & Language Therapy planned and delivered through the Speech and Language Service when appropriate ● Advice and support via Autism outreach team ● Educational Psychology Support <ul style="list-style-type: none"> ● Counselling ● CAMHs ● Individualised language programmes ● Vocabulary books ● Vocabulary groups ● Learning mentor support ● LEGO club ● Social stories ● Circle of Friends ● Outside agency strategies and recommendations ● Individual workstation |
|--|--|--|--|

| | rehearsal | | |
|-------------------|---|--|--|
| Autistic spectrum | <ul style="list-style-type: none"> ● Inclusive teaching in classrooms ● Structured day ● Positive behaviour management ● Management strategies. ● Learning style understood. ● Differentiation within lessons ● Visual timetable | <ul style="list-style-type: none"> ● Curriculum modified to take account of learning styles ● Individual coaching and support from the class teacher and Support Staff ● Use of appropriate resources e.g. visual timetables, social stories, work stations. ● Support from the Learning Mentor. | <ul style="list-style-type: none"> ● Small group targeted intervention. ● ICT used to reduce barriers ● Alternative communication systems - PECS ● Advice and intervention from Outreach Services ● Educational Psychology Support ● Support from the Learning Mentor. |

Cognitive and Learning/Moderate Learning Difficulties

- Differentiation of the curriculum and teaching
- Quality First Teaching
- Teaching resources are accessible and appropriate
- Multi-Sensory approach to learning
- Interactive environment
- Quality First Teaching
 - Verbal and non-verbal information with cues, demonstration, and checking of understanding;
 - Pitched questioning
 - Modelling of skills-high expectations
 - Sharing of the success criteria
 - Whole school phonics - high quality systematic phonics teaching
 - ICT to support learning
 - Maths packs
 - Guided reading
 - Guided writing
 - LSA support
 - Checklists
 - Use of displays
 - Visual timetables
 - Grammar groups
 - Maths groups
 - Writing frames
- Word-banks
- Curriculum is adapted to meet the needs of pupils
- Targeted intervention
- Differentiated resources are provided as appropriate
- 1:1 reading alongside intervention programmes
- Access to personal ICT/ alternative methods of recording
- Support from the Learning Mentor.
 - Alternatives to written recording: laptops, scribing, charts, diagrams.
 - Fine/ gross motor skills programme
 - Additional phonics support
 - Wordshark ICT program
 - Numbershark ICT program
 - Rapid Reading
 - Coloured overlays
 - Larger Font
 - Touch-typing programs
- Handouts of key teaching points
- Access to small teaching and learning groups
- Careful deployment of additional in class TA support including to enable the class teacher to provide more teaching to the child
- Educational Psychology assessment / support
- Access to personal ICT/alternative methods of recording
- School Counsellor support
- Support from the Learning Mentor.
 - 'Toe by Toe'
 - Precision teaching
 - Daily paired reading
 - Outside agencies' strategies/ recommendations
 - Rapid Reading

Sensory and physical needs (e.g. hearing, visual impairment, multi-Sensory, physical and medical needs

- Referrals to Harrow Hearing Impaired Service or Visual Impaired Service
- Provision of specialised equipment.
- Curriculum is adapted
- Seating position within class prioritised.
 - Use of specialist equipment such as sloping boards, pencil grips, lap weights and wobbly cushions etc.
 - Use of ICT
 - Time-out sessions and movement Breaks
 - Adaptions to the classroom e.g. lighting (when appropriate)
 - Fine motor skill activities such as – peg boards, putty, cutting etc.
 - Overlays
 - Medical support
 - Adapted resources – large font, coloured paper
 - Accessible classroom / school environment.
 - Flexible teaching and social arrangements for learning, unstructured times, movement between sessions.
 - Storage for specialist equipment/ aids
 - Awareness of positioning, voice and pace
- Modified learning environment.
- Therapy programmes as advised by specialists such as Occupational Therapists.
- Liaison with a range of medical professionals as needed and/or assistance via School Nursing Team
- Support from the Learning Mentor.
 - Fine/ gross motor skills practise
 - Touch-typing programs
 - Targeted groups to develop key skills
- Individual protocols and plans for children with significant physical and or medical needs.
- Additional modifications to the school environment
- Therapy programmes as advised by specialists such as Occupational Therapists.
- Additional resources to reduce individual barriers to learning
- Access to external advice and assessment.
- Advice and outreach from Sensory Team
 - Targeted Work from Occupational Therapy, sensory support service or physiotherapist
 - CAMHs
 - Occupational / Physiotherapy programme for individuals or small group.
 - Individual support for access to curriculum.
 - Adapted activities / movement for unstructured times in school day.
 - Individual flexible timetable – allowing for rest breaks.
 - Reduced timetable/ school day
 - Hearing aids/ FM system
 - PECS
 - Daily fine/ gross motor skills practise
- Individual workstation

What happens if my child with SEN makes very little progress at school?

- Your child's progress is continually monitored by all involved in their education.
 - His/her progress is reviewed formally half-termly and termly. From this data, the SENCO/ Deputy Headteacher and class teacher meet about the data and discuss the progression made by the children in pupil progress meetings.
 - Children at SEND Support will have a SEN support plan which will be reviewed with your involvement, every term (or sooner if needed) and the plan for the next term made.
 - The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education invited to attend.
 - The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in through regular tracking. All LSAs and teachers, who carry out targeted work, track the child's progress closely each session.
-
- Parents are encouraged to have ongoing contact with class teacher, SENCO and any other professionals, if they have concerns about attainment, achievement, progress or happiness in school. This is part of a graduated approach to assessing progress against very specific targets.
 - If there are concerns about your child's progress, early intervention is crucial therefore additional support and intervention will be implemented at the earliest possible opportunity. Your child's progress will be monitored closely.
 - Where a child with SEN does not make progress over time, despite planned support, including support and advice from outside agencies and there is evidence that the child has severe and complex needs that cannot be met through the school resources, further assessment may be required. We will ask the Local Authority to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan (EHCP)
 - Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school

How does the school make arrangements for the admission of pupils with disabilities?

We are committed to meeting the needs of all children. All reasonable steps are taken to ensure that disabled children are not disadvantaged compared with non-disabled children. The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment. When needed, a phased admission will be agreed between parents and school so that children build up to a full day at school. Phased admission would be dependent on a child's needs and would be individualised to them.

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed.

St. George's has an Accessibility Plan in line with the school's Special Educational Needs policy. Our aim is to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils' are appropriately challenged. The Accessibility Plan can be found on our school website: <http://www.stgeorgesprimary.org/index.php/en/school-information/send/send2>

The admission of pupils with an Education, Health and Care Plan (EHC) is dealt with by a separate procedure to the school's admission policy. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHC plan you must contact your local authority SEN officer. Children with this school named in their EHC Plan will be admitted.

How does the school help with transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All SEN support plans will be shared with the new teacher.
- The children, who we think may have additional worries and concerns, will take part in transition work during the summer term. This will enable the children to receive additional support to help to prepare them for transition.

In Year 6:

- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions
- We prepare transition booklets with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an EHC Plan an annual review will be planned as a transition.

Where can I find information about the Harrow Local Offer?

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with special educational needs and those who are disabled. It also provides information about a young person's transition into adulthood. You can find it by clicking on the link below:

<http://www.harrow.gov.uk/localoffer/>

You will find:

- One place to find information about the support available
- Details about how to access services
- Clear and easy to understand information
- Contact details of support services for parents of pupils with SEN

<http://www.harrow.gov.uk/localoffer/services/local-info-advice/harrow-send-information-advice-and-support-service>

If you need to complain

Parents are encouraged to have ongoing contact with the class teacher, SENCO or Headteacher if they have concerns about attainment, achievement, progress or the emotional wellbeing of their child in school.

Governor Involvement: All schools have a designated SEN Governor responsible for making sure the necessary support is available for every child who attends the school. The governor responsible for SEND and Inclusion is **Miriam Jones** who can be contacted via the school office on 0208 422 1272.

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEND and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEND and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

Please read our '*Complaints Procedure*' policy which can be found on our school website:

<http://www.stgeorgesprimary.org/index.php/en/school-information/our-policies>