

St George's Catholic Primary School

Special Education Needs and Disabilities Information Report



April 2026

Who can I talk to about my child?

All schools are required to have a Special Educational Needs Disability Co-ordinator (SENDCO) who is a qualified teacher with or working towards an additional qualification of National Award for Special Educational Needs Coordination. The SENDCO, along with the Headteacher and SEND Governor, have a responsibility to ensure that the SEND Code of Practice is adhered to. In our school these people are:

Headteacher: Mrs Edwina McDonnell

SENDCo: Mrs Alison McNamara

Governor: Mrs Marjorie Bullock

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.

Introduction:

St. George's Catholic School is a happy, caring school, founded on Catholic Christian values. Our pupils come from across the Catholic Parish and from lots of different backgrounds. At St. George's 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 pupils high quality teaching and a wide, varied curriculum.

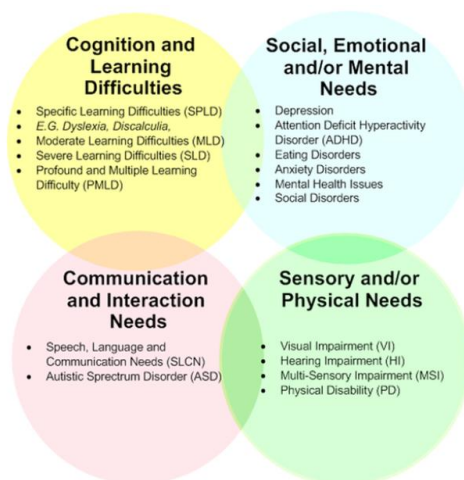
The staff, governors, children and parents work alongside each other to make St George's a friendly, welcoming place where all children can achieve their full potential. We are committed to ensuring that all children within our school community are given equal opportunities to achieve and that our learning environment enables our children to make the best possible progress, in a fully inclusive environment.

What is SEND?

Special Educational Needs is a term used to describe children or young people who have a learning difficulty or disability which needs special educational provisions to be made for them. The Special Educational Needs and Disability Code of Practice defines this as:

'A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others the same age or has 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 or mainstream post-16 establishments.'

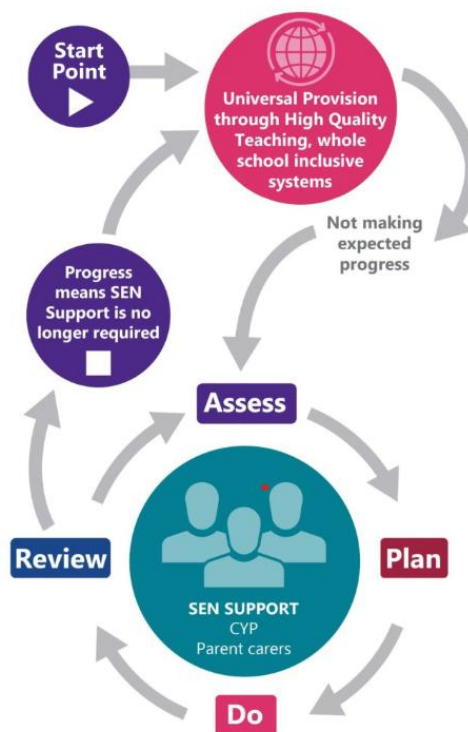
There are four types of Special educational needs and disabilities (SEND), decided by the department for education:



At St George's all staff are skilled at supporting children with additional needs and are able to recognise when a child is not making the expected progress in one or more of these areas.

How does the school know if a child needs extra help?

We use an 'assess-plan-do-review' model with all pupils receiving quality first teaching and access to the full curriculum, with support in class; and highly skilled teachers who adapt and modify the experiences in the classroom with a multi-sensory approach, a creative curriculum and practical real-life learning experiences. Our classrooms are well resourced and offer a visual stimulus to the children.



All pupils access high-quality teaching as part of everyday good practice and a **'Universal'** approach referred to as **Wave 1**. When progress is not adequate then interventions that are different from, or additional to, the normal differentiated programme in class are delivered, to try to narrow the gap. At this stage the child will be entered onto the SEND Register. A learning plan will be written by the class teacher and SENDCo detailing the needs of the child and strategies to support them. This will be shared with parents/carers and updated termly. This stage is called **'SEND support'** and referred to as **Wave 2**.

If the lack of expected progress continues to cause concern the class teacher and SENCO may decide further analysis of difficulties is necessary. This may include more detailed assessments by the SENDCo, or our area based multi-professional team. If a pupil continues to make little or no progress, then an application for additional funding to provide even more individualised support will be considered. This funding is called **'High Needs Funding'** or **Wave 3**. At this stage the school and /or parents may apply for an **Education Health Care Plan (EHCP)** with the local authority. Here at St. George's most of our pupils with SEND are supported at the level of SEND Support. We currently have 7 children with complex needs, who have EHC plans and 2 children with early years funding.

Identifying and supporting children with SEND

All class teachers are responsible for the progress and well-being of the children in their class. This is firstly achieved by quality first teaching (QFT), which will include appropriate scaffolding and where necessary, group interventions. All our classes have highly skilled and committed learning support assistants (LSA's) who are able to lead interventions under the direction of the class teacher.

Class teachers will then begin the Somerset Graduated Response Tool (please see below for further information). If after two cycles of intervention, the class teacher is still concerned about the amount of progress a child is making, they will speak to the SENDCo and decide if the child needs to be put on the SEND register. Parents will be informed of this decision and a learning support plan will be written. Learning support plans detail the provision in place for the child and set SMART targets. Learning support plans are reviewed termly and progress towards targets is carefully monitored.

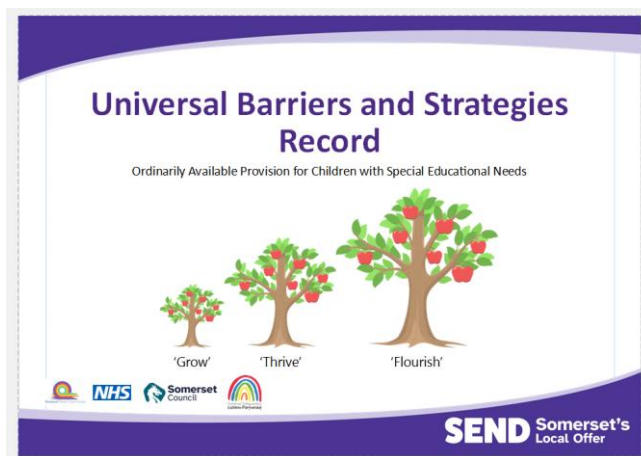
Parents are invited to attend an additional parents evening with the SENDCo to discuss their child's progress and to review learning plans. At St George's we value of working together and so include the class teacher, SENDCO, parents and the child in writing and reviewing learning plans.

How will my child's progress be measured?

At St George's school, we measure children's progress in learning against national age-related expectations. Class teachers will continually assess each child using a range of methods and their attainment and progress will be tracked. Children not making expected progress will be discussed each term by the SLT (Senior Leadership Team) and additional support will be put in place.

In addition to teacher assessment, when a child is put on the SEND register, individual assessments are completed by the SENDCo, depending on the child's need.

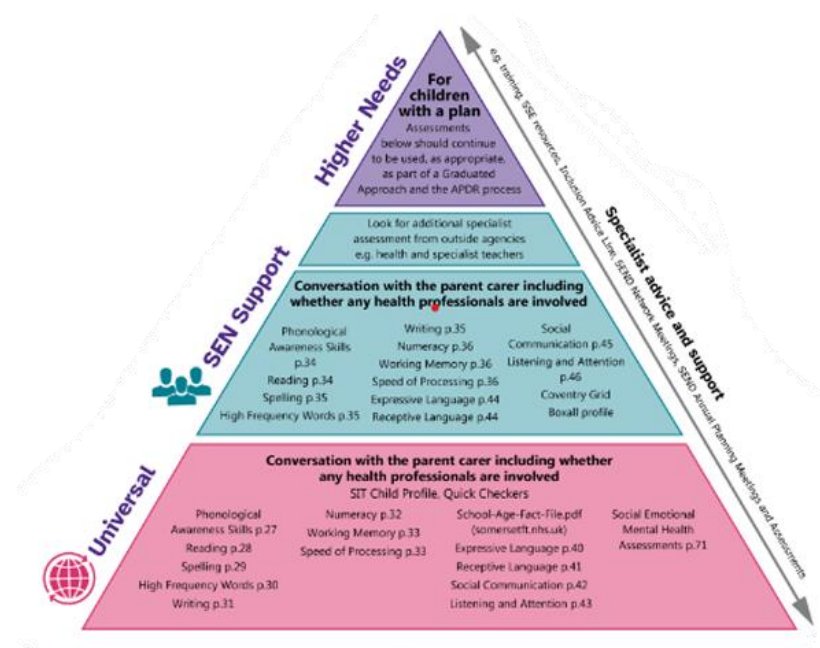
Somerset's Graduated Response Tool



[Link to document](#)

Somerset's Graduated Response Tool (SGRT) and **Somerset's Graduated Response Tool Early Years version** has been co-produced with stakeholders from education, health, social care, parent carers and support service teams. SGRT sets out the barriers to learning that children and young people may have and the strategies and provisions that could be in place to support them. Somerset's Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parent carers, children and young people, school staff and

those who provide services to families. The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.



What is Somerset's Local Offer?

Information on the services available for children and young people with Special Educational Needs and/or Disabilities (SEND) aged between 0 to 25 and how to access them are detailed on the Somerset Local Offer website. The information and services available in Somerset are for all children and young people with SEND. The local authority is responsible for, whether or not they have an Education, Health and Care Plan (EHCP), to help families to make the best decisions.

SEND Somerset's Local Offer

Information for children and young people (0 to 25) with special educational needs and/or disabilities

(Click above for further information on Somerset's Local Offer)

What pastoral support is available to support my child's social and emotional well-being?

The school and classroom entrances are staffed with adults who greet and welcome children and their families each morning. This ensures a smooth transition between home and school each day. Class teachers and TA's focus on a smooth transition into school and so if you need to speak to the class teacher, please come to the school office to arrangement an appointment with them.

At St George's, we have 2 ELSA (Emotional Literacy Support Assistant) trained staff who run interventions with individual children and small groups.

School staff monitor all children and identify when they may need additional emotional support. Parents/carers are encouraged to speak to a member of staff if they have concerns about their child's social and emotional wellbeing and feel they need some additional support. Sometimes, children and families need more intensive support for a short period of time. We can refer families to FIS (Family Intervention Service) if we feel that additional support is needed. This support is consensual, and we would always discuss this with parents/carers before making a referral. We are able to access external support including the Educational Psychologist, TDPC and Young Somerset.

We are a 'Thrive' school and use a trauma-informed, preventative approach to supporting children's social and emotional development, suitable for ages 0–25. It uses neuroscience and attachment theory to help children feel safe, secure, and ready to learn, fostering resilience and reducing behavioural issues.

The Thrive Approach draws on the latest research into brain science, child development theory and attachment theory. Thrive helps us to better understand the children's needs being signalled by their behaviour.



EHC plans

When there is evidence that a graduated response of SEND support is not meeting the needs of a child, or they require a level of support that cannot be reasonably met by the education setting, then a request for an Education Health and Care needs assessment may be the next course of action.

Where provision cannot reasonably be provided through services that are normally available, it may be necessary to request an Education, Health and Care plan (EHC plan) needs assessment, to find out whether an EHC plan is required.

A strong request for assessment will include evidence of a completed full graduated response and will include multiple pieces of evidence detailing how previous support that was put in place has not been effective for the child/young person over a period of time, for example, numerous Assessment, Plan, Do, Review (APDR) cycles.

Transition

There are procedures in place for children joining St George's Catholic Primary School. Many of our children join in at the beginning of their school journey, in our EYFS class. However, transitions can take place at other times throughout the school year. To ensure a smooth start at our school, there are a number of steps that we may take.

- The SENDCo/class teacher may undertake a pre-visit where possible and appropriate.
- Transition books containing photos of key members of staff and the school.
- A school entry plan (SEP) meeting may be arranged with parents and the current nursery if the child has external support at that time.
- Additional transition opportunities for the child.

If your child is moving to another school we will:

- Contact the SENDCo of the new school and ensure that they know about any special arrangements or support your child may need.
- Arrange additional transition opportunities.
- Where possible, arrange a planning meeting with the SENDCo from the new school.
- Ensure all SEND information and records are sent to the new school.

- Invite the SENDCo from the new school to visit the child in the current setting.

Year 6 transition:

- The SENDCo will discuss the specific needs of the child with the SENDCo of the new secondary school through transition meetings. Initial transition meetings take place at the end of Spring Term/beginning of the Summer Term.
- A key member of the new secondary school will be invited to visit the child(ren), e.g. Head of Year, SENDCo etc.
- Additional transition opportunities will be offered to the new secondary school and where possible, a familiar member of staff from St George's will attend with them.

Autism and ASHD pathway:

Schools are now an integral part of the pre-assessment pathway. The class teacher and SENDCo will work closely with parents if either home or school feel that the child would benefit from a Pathways assessment.

The SENDCo will assess the child and the graduated response approach of 'Assess, Plan, Do, Review' (APDR) will begin, using the Somerset Graduated Response Toolkit. This will enable the school to make the correct and appropriate decision of whether an assessment for Autism or ADHD is required.

If, through this process, it is decided that there is a need for an assessment for Autism and/or ADHD, the SENDCo and parents will complete the 'Next Steps – Autism and ADHD Pathway' form. Evidence from the APDR cycles and screening tools will be submitted alongside any external professional reports, e.g. speech and language, Occupational Therapy or letters from paediatricians.

To read more information about these processes, please click on the link below.

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/autism-and-adhd-pathway/798147-2>

What specialist services and expertise are available or accessed by the school?

- Inclusion Advice Line
- Inclusive Curriculum and Teaching Team (Senior Inclusive Curriculum and Teaching Leads, EAL Learning Mentors, Qualified Teachers of Visual Impairment and Qualified Teachers of the Deaf, as well as our Specialist Support Advisors and Assistants for those with complex physical needs)
- The New Virtual School (Children Looked After and Previously Looked After)
- Educational Psychology Service
- Taunton Deane Partnership College (TDPC) - SEMH Specialist Teacher Support
- Specialist Outreach Service (Specialist School Support)
- NHS Children and Young People's Therapy Service, including Speech and Language Therapy, Occupational Therapy and Physiotherapy
- School Nurse (NHS)
- The Children with Disabilities Team (Local Authority)
- Children's Social Care (Local Authority) • CAMHS (Child and Adolescent Mental Health Service).
- Young Somerset (Wellbeing Support)