



SEN Information Report 2022-2023

This report links to our SEND Policy and
Accessibility Plan

Welcome to St George's Catholic School SEN Report.

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

St. George's Catholic School is a happy, caring, inclusive school, based on Catholic Christian values. Our pupils come from a variety of school catchments to attend our school and are 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.

All of the teachers at St. George's teach and work to meet the needs all pupils, but the staff listed below have an extra responsibility for children with SEND.

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

<p><u>Mrs Catherine Farmer is our SEND Governor:</u> She visits school at least once each term, to meet with the SENCo and the Head Teacher. She reports back to the Governors and keeps them informed about the needs and support given to pupils with SEND.</p>

<p><u>Mrs Alison McNamara is the Special Education Needs and Disability Co-ordinator (SENCo):</u> Mrs McNamara plans and organises the help and support for children with SEND across school. She works closely with class teachers and parents, and also with different professionals to get advice and help for children.</p>

<p>Her working days are Monday, Tuesday, Wednesday and Thursday.</p>
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<p>If you would like help or advice, please contact the school on:</p>
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<p>Telephone: 01823 284130 or</p>

<p>by e-mail: office@stgeorgestaunton.uk</p>
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Working with parents/carers and young people themselves.

It is important to us to have good communication and good relationships with parents/carers, so we can all work together for the benefit of each child. To help with this, class teachers can sometimes be available at the beginning or end of the day to receive quick or urgent messages. If you need to talk more, please leave a message with the school office or e-mail to make an appointment. As Mrs Bullock does not have a class, she can often be free more easily. Please call into the school office, phone or e-mail and she will try to meet up as soon as possible.

During the year there are a number of set opportunities for parents/carers to meet and talk with staff. Usually there are 'Meet the Teacher' meetings in September, and then autumn and spring term Parents' Evenings, which are booked on-line. Parents receive reports in the summer term. Parents of children with SEND are also asked to book a time to talk with Mrs McNamara the SENCo.

At different points in the year, parents of children with SEN may have review meetings or meetings with staff from the support services.

Children's views and opinions are valued and are listened to. The views of SEND pupils are gathered and recorded as part of reviews.



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

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

Day by day teachers and assistants monitor how children cope in the classroom and they give help to everyone, as it is needed. When teachers see that a pupil needs help regularly, or they are not moving on with their learning as expected, different help or approaches may be used and this will be shared with parents. If a child does not begin to make progress, class teachers may suggest to parents that the SENCo be asked to help gather more specific information about the child's strengths and needs. Teachers and parents will then meet to talk about the next steps.

If it is recognised that a pupil requires help and support that is '**additional to and different from the majority of others of the same age**' *, then with the parent's agreement, they will be recognised as having a special educational need, added to the school SEN list and supported at what is called SEN Support.

*This definition is taken from the SEND Code of Practice 2015- Please see our SEND Policy.

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



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

Plan: The support and programmes the child needs are then worked out. In our school, a Learning Plan is begun. This lists some of the child's strengths, strategies that help them and targets for them to work on.

Do: Class teachers make sure children receive the extra help that is planned for them. This may include in-class help from an adult, small group sessions or 1:1 time. Support may be given by class teachers themselves, teaching assistants, or the SENCo.

Review: Learning plans and progress is looked at each term using evidence from day to day work, programmes, tests, and information from outside professionals such as speech therapists etc. Parents and pupils views are gathered in parent meetings and discussions, as well as by responding to the Learning Plans. Decisions are made along with parents, on whether to continue with SEN support, increase support, or to ask for advice from other professionals, based on the outcomes of reviews.

For a small number of children, the graduated approach leads to a wider range of needs being identified, and an increasingly higher or different level of support being required. In some cases, the school and parents may decide to make a request to the local authority for a statutory assessment of the child's needs. This assessment process takes place within a strict timescales and guidelines, set out in the 2015 SEND Code of Practice. If a request for assessment is accepted, an Education Health and Care plan (EHCP) will be given. This document lists all the child's known needs, details the support they must be given in school and gives the parents the opportunity to decide if they feel their child requires specialist schooling. EHC plans are legal documents. They must be reviewed and updated every year.

Here at St. George's most of our pupils with SEND are supported at the level of SEN Support. However, we currently have 4 children with complex needs, who have EHC plans. We also have one child with 'High Needs', who is waiting to be considered for an EHCP in 2022, which is the time-scale for conversion set by Somerset County Council.

It is possible that during the year 2022-23, we may apply for EHC plans for at least 2 other children.



Range of SEN

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

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

Communication and Interaction

This includes Speech, language and communication needs (SLCN) or Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.

Cognition and learning

Some children learn at a slower pace than their peers, even with careful differentiation, these children have learning difficulties. Learning difficulties can be at different levels, from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD).

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

Social, emotional and mental health difficulties

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

Sensory and/or physical needs

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



Removing Barriers-adaptations.

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

We currently have one pupil in school who can require the use of a wheelchair, but there are a number who need to use a range of supportive equipment. Lesson by lesson teachers provide modified activities and use a wide variety of resources to help children. Resources range from different types of pencils/pens or pencil grips, styles of scissors, Chrome Books or laptops for those struggling to write, Talking Tins for recording and playing back short bits of information, Numicon maths resources, writing slopes etc. Some children need and are given sensory or movement breaks, some follow specific co-ordination or speech and language programmes. Some children require a high level of 1:1 support and the use of quiet distraction free places.

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



Training and expertise/skills

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

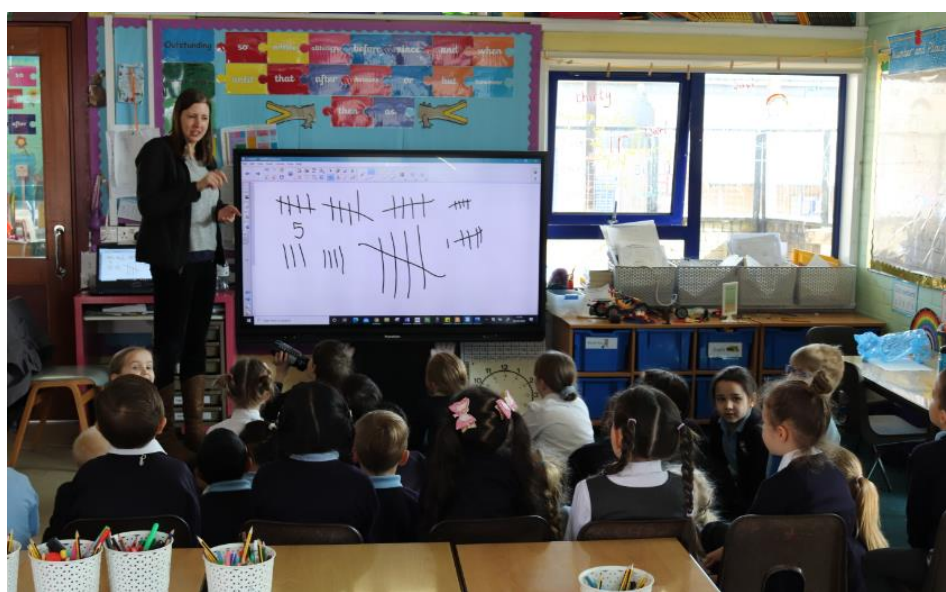
The autumn term INSET day of 2021 was used for the whole staff to receive 'Little Wandle' phonics training. In the New Year, two staff meeting sessions are booked which will be led by Virtual School staff.

These will focus on 'enhancing reading comprehension' and 'supporting the struggling writer'.

In the past, St. George's School has held 'Somerset Dyslexia Friendly School Status' for more than 8 years. The accreditation system has now ended, but the knowledge and skill of the staff to understand and support children with dyslexic difficulties remains strong.

Teachers and teaching assistants have training and experience in delivering a range of very specific programmes and strategies, many of which are used to support children with SEN. Some are listed below:

Programme
NELI (Nuffield Early Language Intervention)
Talking Partners
Speech Therapy programmes
Talk About
Attention Autism
Occupational Therapy Programmes
Write from the Start (Teodorescu)
Learn to Move/Co-ordination group
Catch Up Maths
1+1, Power of 2
Individualised Literacy Intervention (ILI)
Stareway to Spelling
ELSA (Emotional Literacy Support)
Forest School



Effectiveness of programmes/provision

The effectiveness and level of improvement made by pupils with any programme is carefully monitored, using assessments appropriate to the skills being targeted. The starting and end levels are taken and compared, using either tick lists of skills, standardized reading/ spelling/ maths tests or measures of vocabulary and grammar.

Social and Emotional Health

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

To support spiritual growth and understanding, pupils have 2 $\frac{1}{2}$ hours of Religious Education lessons each week. As part of this they are given time to explore and discuss a wide range of topics and different issues.

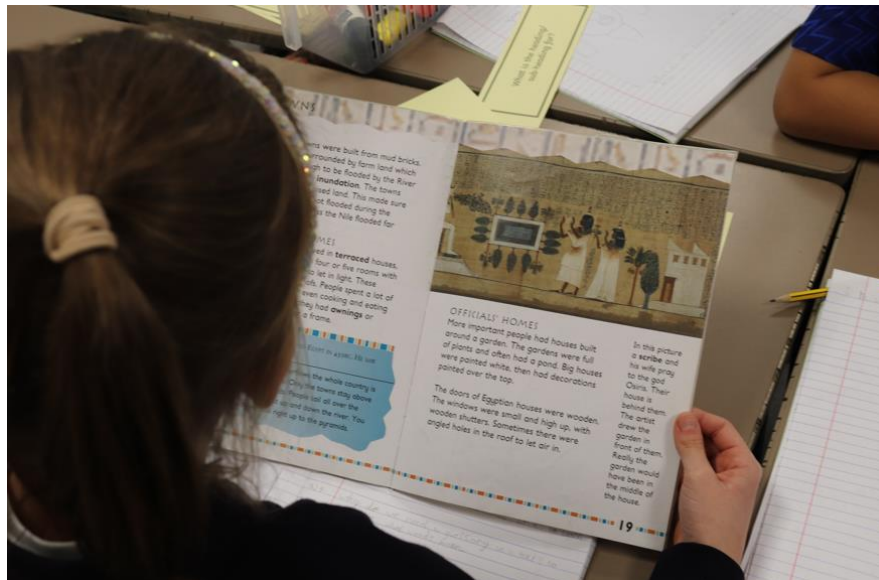
Children have regular SCARF lessons (Safety, Caring, Achievement, Resilience and Friendship) and staff use 'Mindfulness' approaches to help children to learn techniques such as self- calming.

We now have two Teaching assistants trained as Emotional Literacy Support Assistants (ELSA). They work with individual children requiring help with areas such as building self-esteem, dealing with anger, bereavement or anxiety.

Two members of staff are Forest School trained. They use their skills to give children experience of working with and exploring activities outside the classroom.

We have very strong links with our Parent and Family Support Advisor who regularly works with families and children who require some extra help or advice.

We have a Wellbeing Lead.



Transitions

The children who attend St. George's Catholic School live across Taunton and also beyond. They come from a number of pre-school settings, and at the end of Y6 transfer to a variety of secondary schools. Transitions at both points are very carefully managed for all children, but even more so for pupils who are vulnerable, or have SEND.

School Entry Planning (SEP) meetings are held for any child already identified with SEN or a disability. Parents, pre-school staff, our reception class teacher and SENCo are involved in all SEP meetings. For children with EHC plans, other professionals also often attend. In SEP's arrangements are made to help children make a secure move to school. These often include extra planned visits or a more gradual start to school.

During Y6 secondary school staff are invited to take part in annual reviews for pupils with EHC plans. Before the Easter break, SEND transfer begins, with SENCo's meeting to exchange information. Secondary staff usually visit from May onwards to meet with the Y6 teacher and SENCo to find out about all transferring pupils. At these meetings children are identified who require extra visits, or a more supported transfer programme. When the additional visits take place St. George's staff go with our pupils.

In 2022 visits to pre-schools were made by our reception class teacher and the pre-school children came into school for two visits before the summer break. Visits for high level SEN pupils were made on an individual basis, with two of our pupils with EHCP's having extra visits accompanied by St. George's staff.

A number of children within school each year require extra help to move confidently from one class to the next. To do this, extra planned opportunities are set-up for the child to become familiar with the new teacher and the new classroom. These include, staff swapping classes for story-time or some activities, so children can get to know them, or a child 'visiting' a new classroom.

Provision for Looked After Children and Previously Looked After Children

At St. George's Catholic School we work with Somerset County Council and other surrounding counties to provide for children who are in local authority care, those who are fostered or who have previously been looked after.

Mrs McNamara is the Designated Teacher (DT) for 'Looked After Children'. Together with class teachers, she attends CLA and PEP (Personal Education Plan) meetings and completes all paper work as well as applies for funding. Mrs McNamara attends network meetings and training on a regular basis.

Support from other professionals.

At St. George's School we work closely with staff from a range of outside agencies. We are very grateful for all their advice and support. These include:

- Educational Psychology Service
- Virtual School and Learning Support Service
- Somerset Autism and Communication Service
- Physical Impairment and Medical Support Team.
- Ethnic Minority Achievement Service
- Parent and Family Support Advisor
- CYP Integrated Therapy Service including Speech Therapy, Occupational Therapy and Physiotherapy.
- NHS Paediatricians
- The Neurodevelopmental Pathway Service.
- Traveller Education
- The School Nurse Service

The SEND Local Offer for Somerset can be found on the following website: www.somerset.gov.uk/local-offer

This report was put together by Mrs Alison McNamara and Catherine Farmer, with help and advice from parents of children with SEND.

It was updated in November, 2022