



**St George's**  
School Edgbaston

# SEN INFORMATION REPORT

Revised: November 2019



## **1. What do we mean by Special Educational Needs?**

Many pupils need additional support at some stage in their school life, for many differing reasons. This may be for a relatively short period of time, or it may be throughout the time they are at school.

Those pupils who receive support for an extended period of time, or need more intensive support, or have been identified with more complex needs will be included on the school's SEN register.

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties:

### **Communication and Interaction**

This would include pupils who have difficulty in interacting with the people and the world around them.

### **Cognition and Learning**

Pupils who find learning, thinking and understanding harder than most other pupils.

### **Social, Mental and Emotional Health**

Pupils who may have difficulty in managing their emotions and/or behaviour in a way that affects their daily life.

### **Sensory and / or Physical**

Pupils who have a disability that may make it difficult for them to manage their everyday life without change or support.

The Code states that *"Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."*

St George's School can support most pupils across this range of needs.

## **2. What should I do if I think my child has special needs, who should I talk to in school?**

Your first point of contact will be the Class Teacher (Lower School) or Form Tutor (Upper School).

The class teacher / form tutor may discuss your concerns with other staff, these may include:

## Upper School

### Subject Teachers

**Head of House** Each Head of House looks after four tutor groups

**Head of Faculty** Each Head of Faculty has responsibility for their curriculum area

**Mrs J Shaw** Deputy Head

**Mrs J Love, Mrs H Hughes** Special Educational Needs Coordinators (SENCoS)

**Mrs J Shaw** Deputy Head (Whole School), Line Manager SEND

## Lower School

### Class Teacher

**Mrs C Burrows** Lower School SENCo

**Mrs A Winstanley** KS2 Coordinator

**Mrs H Murphy** KS1 Coordinator

**Mrs J Sadiq** Head of Lower School

**Mrs J Shaw** Deputy Head (Whole School), Line Manager SEND

### **3. How does the school identify if my child has special needs?**

Depending on your child and their particular needs, we use a variety of ways to assess and review their progress. These may include:

- Observations
- Information from previous schools / settings
- School based test results
- Discussions between staff
- Discussions with you and your child
- Discussions with other professionals who have worked with your child
- Specialised assessments carried out by members St George's Specialist support team (these may incur an additional cost)

Pupils' progress is continually reviewed, and teaching is adapted to meet the differing needs of learners. At the end of each term a more formal review of every pupil's progress is made. If your child is not making the expected progress, or is working significantly below the expected level, we would investigate reasons for this and identify if any additional support is needed. Additional support may be in class

or in targeted intervention groups. If a targeted intervention group is required, we will discuss this with you.

#### **4. How will the school make learning accessible?**

We make learning accessible by:

- Providing Pupil Passports which make staff aware of individual difficulties and appropriate strategies
- Modifying and differentiating the curriculum to suit groups and individuals
- Offering a range of interventions to build skills in order to access the curriculum
- Positive behaviour management and measures to raise self esteem
- The school has an Accessibility Plan that runs on a three year cycle and is reviewed annually

#### **5. What interventions are available for pupils who have communication needs and/or interaction difficulties?**

This would include pupils who have difficulty interacting with the people and the world around them.

##### **Lower School**

###### **Core Offer**

- Word mapping strategy
- Targeted questioning based on Test of Abstract Language Concepts
- Clicker 7 with widget symbols

###### **Possible Additional Costs**

- Speech and Language therapy (1:1, pairs or groups)  
Where Speech and Language is specified on an EHCP, and pupil placement is supported by the Local Authority, this will be provided in school.
- Language for Thinking
- Social Thinking Programme
- Play Better Games
- Social mapping of expected and unexpected behaviours
- Comic strip conversations
- Social stories

## **Upper School**

### **Core Offer**

- Clicker 7 with widget symbols

### **Possible Additional Costs**

- Speech and Language therapy (1:1, pairs or groups)  
Where Speech and Language is specified on an EHCP and pupil placement is supported by the Local Authority, this will be provided in school.
- Social Thinking Programme
- Social mapping
- Comic strip conversations
- Social stories

## **6. What interventions are available if my child has cognition and learning needs?**

Pupils who find learning, thinking and understanding harder than most other pupils.

## **Lower School**

### **Core Offer**

- Emotion scales to build self-awareness
- Lunchtime clubs to support children during less structured times: Toy and Board Games Club, Computer Club, Make and Do Club
- High ratios of staff to children on the playground at break and lunchtimes to support children (3:45 on average)
- Protective Behaviours Programme

### **Possible Additional Costs**

- Social mapping of expected and unexpected behaviours
- Social stories
- Social thinking programme
- Friends for Life – Resilience Building Programme
- Play Better Games Programme - to help children learn playground games and transfer these skills to the playground
- Draw and Talk Intervention
- Mentoring
- Comic strip conversations
- Lego Therapy

## **Upper School**

### **Core Offer**

- Protective Behaviours Programme
- Emotion scales
- The Den Lunchtime Club to support during unstructured times
- 'The Quiet Room' to go to a lunchtime
- Access to identified 'safe space' when needed

### **Possible Additional Costs**

- Friends Youth – Resilience building programme
- Social thinking programme
- Mentoring
- Comic strip conversations
- Draw and Talk Intervention
- Lego Therapy

## **7. What interventions are available if my child has sensory and / or physical needs?**

Pupils who have a disability that may make it difficult for them to manage their everyday life without change or support.

## **Lower School**

### **Core Offer**

- Writing ramps / slopes
- Pencil grips / left handed pens recommended as appropriate
- Coloured filters and books to ease visual stress
- Ear defenders
- Seat cushions
- Foot rests
- Weighted cushions

### **Possible Additional Costs**

- Gross motor skills group – Cool Kids Programme/Fizzy
- Fine motor skills – Clever Hands Programme
- Teodorescu Visual – Perceptual motor programme
- Speed Up! Kinaesthetic Handwriting programme

## **Upper School**

### **Core Offer**

- Writing ramps / slopes
- Pencil grips / left handed pens recommended as appropriate
- Coloured filters and books to ease visual stress
- Ear defenders
- Seat cushions
- Foot rests
- Weighted cushions

### **Possible Additional Costs**

- Gross motor skills group
- Fine motor skills group
- Teodorescu Visual – Perceptual motor programme

If, despite intervention and adjustments, your child needs 1:1 support from a teaching assistant in order to access the school environment and/or curriculum, this will incur additional costs.

## **8. How will I know how my child is doing?**

### **Lower School**

- Progress is continually monitored by class teachers. Pupils are assessed using teacher marking, observations and questioning as well as some more formal assessments. This information is used to inform daily planning as well as assess longer term progress and standards. This contributes to IPP review and end of year reporting.
- Every pupil has individual targets set in reading, writing and numeracy. Some pupils may also have personal targets and speech and language targets. All pupils are aware of their targets and are part of the monitoring and assessment of their own progress towards these targets are shared with parents.
- All pupils' progress, including those pupils or young people with special educational needs, is tracked using the school's assessment tracking system which is updated on a termly basis. Summative tests are administered and pupils are given a standardised score which enable us to track progress and comment on their attainment against national year band expectations for reading, writing and numeracy. The progress each pupil is making is then discussed at pupil progress meetings with the class teacher, head teacher, deputy head teacher / SENCo. If there is a concern this is raised with parents.

- If your child is in Year 1 or above and is not yet working within year band expectations, a more sensitive assessment tool is used which shows their level in more detail and will show smaller, but significant steps of progress. If there is a concern this is raised with parents.
- We hold Parents Evenings three times a year (one a term), and report in writing to parents at the end of the academic year.
- Individual Provision Plans (IPPs) to meet the needs of specific pupils are reviewed and planned three times a year, in December, March and July. IPP meetings are offered to coincide with parents' evenings, and where necessary, a slightly longer appointment is arranged for these.
- An annual review of EHCP meeting is arranged for all pupils requiring this.
- Termly informal 'drop-in' coffee mornings and afternoons are offered for parents with SEND concerns.

### **Upper School**

Learners are tracked throughout Key Stage 3. When they are approaching the end of this phase, if a concern has been identified, we will formally assess their needs and apply for examination access arrangements, according to the Joint Council for Qualifications regulations. EHCPs will inform this process alongside the views of teachers and evidence from assessments.

- Your child's progress is continually monitored through on going assessments throughout the academic year. These assessments include marking, feedback, questioning, discussions and observations. They are used to inform planning and to allow the setting of personalised targets in core subject areas.
- All pupils' progress, including those with special educational needs, is tracked using the school's assessment tracking system which is updated on a termly basis. Pupils are assessed in accordance with the new grading structure introduced in recent GCSE reforms (9-1). This will ensure greater continuity of assessment between KS3 and KS4. Students working at KS4 will also be assessed using the 9-1 grading system. At KS5, students are assessed using the traditional A\*-G grading structure (A-Level) or Pass, Merit, Distinction (BTEC).
- Individual Provision Plans (IPPs) to meet the needs of specific pupils are planned and reviewed each term.
- We hold a Parents Evening once a year for all KS3 and 4 groups, with an extra Year 7 'Transition Evening' and Year 8 'Options Evening'.
- In 6th Form we hold two Parents Evenings' and a 'Higher Education Evening'.

- Termly informal 'drop-in' coffee mornings and afternoons are offered for parents with SEND concerns.
- An annual review of EHCP meeting is arranged for all pupils requiring this.
- We report a 'Working at Level/Grade' and an 'Effort Grade' termly. Your child's Form Tutor will also comment on any other noteworthy achievements (academic, non-academic, extra-curricular, etc.) and report on any pastoral matters arising.
- Parents are always welcome to email or meet with Form Tutors and subject teachers throughout the year if they wish to discuss their child's progress further. Please note, during term time should you make contact with staff outside of the school day, they will endeavour to respond to you within 48 hours. There is limited staffing availability during periods of school closure and therefor staff will endeavour to respond to you the next working day, but this cannot be guaranteed.

## 9. Which additional professionals provide services to pupils with SEN at St George's School?

Agency or Service	Who they work with
Communication and Autism Team (CAT)	Pupils who are being assessed for or already have a diagnosis of Autism or communication difficulties, and have this provision named on their EHCP.
Sensory Support Service (SSS)	Pupils who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is affected, and have this provision named on their EHCP.
Speech and Language Therapist (SaLT)	Pupils with this provision named on their EHCP. To offer advice to the SENCos and staff in school working with pupils with Speech and Language difficulties. They will support referral for further assessment from the NHS Speech and Language service.
Mentors	Pupils with this provision named on their EHCP. Short periods of targeted support for specific pupils who may not have this provision named on an EHCP.
School Counsellors	Pupils with this provision named on their EHCP. Short periods of targeted support for specific pupils who may not have this provision named on an EHCP.

Independent Educational Psychologist	Pupils with unidentified needs. These assessments are funded by parents.
NHS Occupational Therapists NHS Physiotherapists	Pupils undergoing assessment or receiving ongoing support from the NHS service. Pupils with this provision named on their EHCP. School are happy to provide written observations and evidence for concerns to parents in order to support their contact with NHS services.
School Nurse	Pupils with social, emotional, behavioural needs. Pupils with medical needs particularly where medication is needed. A full time nurse works within St George's and also liaises with the NHS school nurse support service as necessary.

In addition, there are other support services which can be accessed either via a referral through school or your child's G.P. These include; FTB (Forward Thinking Birmingham) and the Community Paediatrician service.

## **10. What training do staff supporting pupils with SEN have?**

All staff support pupils with SEND, and regularly receive training to enable them do this as effectively as possible.

The school has a training plan for all staff to improve the teaching and learning of pupils including those with SEND.

All Staff at St George's School, including administration, kitchen and maintenance staff, have received Level 1 Autism Training provided by the Autism Education Trust (AET). In addition to this, many teaching and learning support staff have received Level 2 AET training. We also have a number of Level 3 AET Lead Practitioners on the staff.

Individual teachers and support staff attend external training courses that are relevant to the needs of specific pupils in their class/care e.g. from the Autism Education Trust, Birmingham Access to Education Services.

The SENCOs and Deputy Head attend SENCOs Network meetings termly and SEND conferences, as well as regular CPD training courses to keep abreast of best practice and current legislation.

External SEND training has included: Whole staff awareness of Attachment Disorder, Understanding and Applying the Equality Act, WRAP and Annual Safeguarding, Safeguarding Pupils With Autism, Rights Respecting Schools, FGM awareness and Child Sexual Exploitation, supporting pupils with eating disorders, whole school awareness of the Protective Behaviours Programme, dyspraxia, supporting mental health in schools, Talk for Writing, supporting sensory needs, Friends Youth and Friends for Life, working with pupils with hearing impairments.

Internal SEND training has included: Quality First Teaching and the differentiation of teaching to meet needs classified under the four areas of the Special Educational Needs Code of Practice.

We have staff qualified and trained to deliver specific interventions including Friends for Life and Friends Youth Programmes, Lego Therapy, Talking and Drawing and Social Use of Language Programme.

Our School Nurse organises First Aid Training on a rolling programme and 'Medical Needs Training' for all staff on a regular basis. Medical Needs Training is mandatory.

**Upper and Lower School SENCOs have the National Award for Special Educational Needs Coordination.**

## **11. What if my child has a disability?**

St George's is an inclusive school that pays full regard to the Equality Act 2010, the Pupils and Families Act 2014 and the SEN and Disabilities Code of Practice: 0 – 25 2014 (SEND CoP).

We work hard to ensure that no pupil is disadvantaged as a result of disability by making 'reasonable adjustments', clear risk assessments to minimise the impact of their disability, and regular improvements to the building and equipment to ensure the easiest possible access to the building and curriculum.

## **12. Ensuring equality at St George's**

The Equality act 2010 defines a disability as, 'a physical or mental impairment that has a substantial and long term negative impact upon your ability to do normal daily activities'. Where possible, appropriate adaptations will be made to the school building to ensure accessibility. There are some limitations to this due to the age and design of the building. In addition we aim to ensure that all pupils have access to our extra-curricular activities.

'Disability' means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. Study and education related activities are included in the meaning of 'day to day' activities.

If we know about a pupil's disability, it is our duty to minimise the impact this has upon their experience at St George's School. It is important that you let our SENCos know all about their disability. Parents/carers will be invited to attend meetings to decide what the school can do to ensure equality.

### **13. How does the school meet pupils medical needs?**

We make every effort to comply with the DFE 2015 guidance for 'Supporting Pupils at School with Medical Conditions'. We endeavour to follow the recommendations to support pupils if they have a long term medical condition that may affect their learning whilst at St George's School.

Government guidelines (September 2014) mean that if a pupil has a long term medical condition, the School should draw up an Individual Healthcare Plan. This will be done in consultation with you, your child and their consultant. Our School Nurse may also liaise with relevant professionals such as the Community Nurse Team.

Health care plans are in place to minimise the impact of pupils' medical conditions on their education. The plan will include details of their condition, how the condition affects them and what parents/carers, pupil and the school should do in order to ensure their continuing education if they are unable to attend school due to their condition.

We have a fulltime registered school nurse who will support pupils with their medical needs in school. Should a pupil need a health care plan our nurse is available to work with parent/carers, pupil and external professionals to make arrangements to support pupils with medical conditions. The aim is to ensure that all

pupils with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

#### **14. How will the school prepare and support my child when they are leaving this school or moving to a new class?**

We are aware that transitions can be challenging for some pupils. We aim to make these as easy as possible.

All SEND pupils across both Lower and Upper school have an ongoing 'Pupil Passport', developed in conjunction with parents, pupils and staff who work with them. This 'Passport' includes details such as: likes, dislikes, strengths, difficulties and best ways of working. This supports transition by ensuring staff have the necessary knowledge to support.

#### **If a pupil 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 available.

We will make sure that all records about them are passed on as soon as possible, and aim to have done this within 2 weeks of them leaving.

#### **Transitions in Lower School**

- Visits to preschool settings are arranged in the Summer Term before pupils join the Reception class in September. This allows their teacher, Learning Support Assistant and in some cases the SENCo to meet all of the pupils and receive valuable information from their current setting. Information is gathered on a 'Pupil Passport' format so that it can be readily shared with other staff. Children have the opportunity to spend a day at St George's in the summer term, but may arrange further opportunities to visit the school if this is thought to be of benefit to the child.
- Reception Class pupils have planned shared time with Year 1 pupils for specific activities during the Summer term, this allows them to become accustomed to the new classroom and different teaching staff. The first term of Year One aims to ease the transition between the play led learning associated with the Foundation Stage to the more formalised learning of the National Curriculum, by incorporating a mix of the two.
- At the end of Year 6 our learning mentors run transition groups for the pupils we feel need a little extra support with making the move to secondary school. This gives the pupils an opportunity to find out more about their new school

and ask any questions they may have before moving. They may be taught strategies on how to organise themselves for different lessons, or how to read timetables/maps of the school. Some pupils may also make additional visits to their new school.

- For Year 6 pupils with an EHCP, whenever possible, the SENCo from their Secondary school is invited to the annual review meeting to allow a clear transfer of information and planning for the future.

### **When moving classes in school**

- Information will be passed on to the new class teacher before pupils start their new class so that they are aware of the areas in which they need support.
- The new teacher will also be made aware of any interventions the pupil has been involved with, any specific targets they are working on, any support they have received from outside agencies and any specific medical needs they may have.

### **Transitions in Upper School**

- It is not unusual for students to move class or teaching group in Upper School. This can happen at any point in the year as necessary, or at the end of an academic year. Any information regarding an individual needs, progress and targets, are passed on to new subject teachers.
- Towards the end of the summer term, we hold a Year 7 Transition Day, where students spend the day with us following an Upper School timetable. They are supported by LSAs throughout the day and are given tours by current Year 7 students. Parents are also invited to a Transition Evening where they can meet the Headmaster, key members of staff and the pupil's Form Tutors. Prior to this, pupils are also visited in their primary school setting by our Heads of House and if appropriate and possible, the SENCo, who will collate key information to pass onto staff; students are also asked to complete a Transition pack which, once returned to school is disseminated to relevant staff.
- In addition to the day to day care, guidance and support, additional events to aid student transitions may be organised. These include a Year 8 Options Evening, Year 7 Settling-in Evening and Sixth Form Higher Education Evening, allowing our students, parents and teaching staff to work in partnership.

## **15. How will the school support my child if they are transitioning into St George's outside of the usual transition points?**

It is not unusual for pupils to start their time at St George's outside of the typical transition points. We accept pupils throughout the school year. We would ask that you read our Admissions Policy carefully before you apply to St George's. This can be found on our website.

Our frequently asked questions documents are also available on our website and will provide you with useful information.

## **16. How are parents of pupils with Special Educational Needs involved in the school and decisions about their child's education?**

The School aims to regularly involve parents in the education of their child through a variety of different ways.

### **Lower School**

- Parents' evenings/IPP meetings, annual review of EHCP meetings
- Meeting other professionals who work with your child (we would need more notice to arrange these meetings)
- Individual Health Care Plan meetings
- Newsletters are emailed and posted on the website. This has information about all the things which are going on in school and upcoming dates for your diary
- A termly topic plan for each class is sent home and posted on our website to inform parents of what will be going on in your child's class during the term
- Home reading logs
- Information on the school website
- Parent workshops
- Parent drop-ins / coffee mornings
- Signposting to parent groups
- Parent questionnaires / feedback

### **Upper School**

Usually, your first contact will be with the Form Tutor.

Parental involvement may include:

- Parents Evenings which includes time to speak with subject staff about your child's progress

- Parent Questionnaires which are completed and reviewed after parents evening
- Additional parents evenings which include a Y7 Settling In Evening, Year 9 Option Evening, Sixth Form Option Evening, Higher Education Evening, School Trip Parents Evenings
- Individual Healthcare Plan meetings
- Meeting other professionals who work with your child
- Termly Reports providing regular information on your child's progress
- Use of student planners to communicate with subject and pastoral staff
- Accessing information on the school website
- Parent drop-ins / coffee mornings
- Signposting to parent groups
- Parent questionnaires / feedbacks

### **17. How are the School Trustees involved with SEN provision?**

Sir Robert Dowling is the trustee responsible for special educational needs, and he can be contacted through the school. He meets with the SENCOs regularly. In these meetings he makes sure pupils and their families are being supported by the right services.

In addition, the Head Teachers report to the Trustees on issues relating to SEND at every Trustee meeting. The Trustees will challenge, support and advise the Head Teachers on issues relating to SEND.

### **18. What can I do if I am not happy with the provision for my child?**

If you have any concerns about the SEND provision for your child, please contact one of the following who will try and answer any queries you may have.

**Mrs C Burrows** Lower School SENCO

**Mrs J Love** Upper School SENCO

**Mrs J Shaw** Deputy Head Teacher (Whole School)

**Mr L Nicholls** Senior Leader, Welfare, Care, Guidance and Support

**Miss K Perks** Senior Leader, Teaching and Learning, Upper School

You may wish to speak to the SEN Trustee and Chair of the Trustees, Sir Robert Dowling, who can be contacted through school on 0121 625 0398 / 0121 454 0099

or through [admin@sgse.co.uk](mailto:admin@sgse.co.uk). Our school and Trustees take complaints seriously and will act upon these on an individual basis.

## **19. How can parents find the Birmingham, Solihull or Worcester Local Authority's local offer?**

### **Birmingham Local Authority's Local Offer**

[www.mycareinbirmingham.com](http://www.mycareinbirmingham.com)

### **Solihull Local Authority's Local Offer**

<http://socialsolihull.org.uk/localoffer/>

### **Worcestershire Local Authority's Local Offer**

<https://worcestershirelocaloffer.org.uk/>

## **20. My child doesn't want to come to school**

Local Authorities expect children with complex needs to have a minimum of 91% attendance. We aim for pupils to have 100% attendance. Most absences are due to illness or hospital/doctor's appointments. Occasionally there are reasons why your child might not want to come to school. If you are at all concerned, please contact their Class/Form Tutor as soon as possible so that we can investigate and deal with any issues. It is easier to resolve the problem sooner, rather than when it has become a serious issue.

Sometimes the reason for pupils not wanting to attend is more personal. In Lower School, Mrs Sadiq (Head of Lower School) is someone who can help. In Upper School, Mr Nicholls (Head of Pastoral) is also a person who can help.

## **21. What if I am worried about my child or they are not happy at St George's School?**

There are several reasons why pupils become unhappy at school, and we take your child's welfare very seriously. It is important that you contact us and talk to us about the reason, so that we can address the cause.

In Lower School your child's Class Teacher is the first port of call.

In Upper School please contact your child's Form tutor or Head of House.

## **22. My child isn't coping with the work or homework at St. George's School**

At St. George's we challenge our pupils to learn and aspire to achieve. We do our very best to match work to the ability of each pupil. Sometimes pupils find this hard. There are lots of reasons why pupils can struggle with the work we give them, but there is support. Communication between home and school is key to overcoming whatever barrier to learning your child is experiencing. If your child has a learning difficulty that may be inhibiting them, we will contact you to discuss how they can be supported at home.

**To be reviewed November 2020  
or as and when statutory  
guidance / legislation changes**