



St George's
School Edgbaston

SEN INFORMATION REPORT

Revised: October 2021



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 2015 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, Emotional and Mental 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 Year Each Head of Year looks after four tutor groups

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

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 of 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 intervention and/or 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 and Individual Provision Plans (IPPs) which make staff aware of individual difficulties and appropriate strategies to support them
- 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
- Offering, when appropriate, alternative certification to GCSE and A Level

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 in class group
- Targeted questioning
- Clicker 7 with widget symbols
- Colourful Semantic visual supports
- Widget picture lanyards worn by staff

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 / social groups
- Play Better Games
- Social mapping of expected and unexpected behaviours
- Comic strip conversations
- Social stories

- Lego Therapy
- Small group/1:1 word mapping and category work
- Small group/1:1 support with Colourful Semantics
- 'Wellcomm' target work
- Barrier game work
- Delivery of specifically recommended programmes (e.g. by NHS SaLT)

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.
- Language for Thinking
- Social Thinking Programme
- Social mapping
- Comic strip conversations
- Social stories

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

This would include pupils who find learning, thinking and understanding harder than most other pupils.

Lower School

Core Offer

- Task boards, Now and Then board, Tick lists
- Writing frames
- Mind mapping
- Topic webs
- Clicker 7 with or without widget symbols
- Google Read Write
- Additional 'in class' numeracy and/or literacy support (this is monitored to ensure no child is draining the adult resource to the detriment of other pupils)
- Visual resources, manipulatives in maths
- Direct phonic teaching
- Colourful Semantics prompts to support written sentence structure

- Checklists

Possible Additional Costs

- Specialist 1:1 Dyslexia support
- Cued Spelling
- Precision Teaching – Reading
- Precision Teaching – Spelling
- Precision Teaching – Maths
- Reading and spelling cards / 5 pocket folders – daily 1:1 work
- COGMED memory programme
- Provision of individual workstation system
- Nessy Reading and Spelling programme
- 1:1 LSA support
- Enable Plus Literacy Programme intervention overseen by SENco/Dyslexia Specialist teacher
- Small group/1:1 Colourful Semantic work to support development of sentence structure
- Touch Type Read and Spell programme
- 'I can read' programme
- 'Blitz!' programme
- Accelerad-Acclewrite Programme

Upper School

Core Offer

- Task boards, Tick lists
- Writing frames
- Mind mapping
- Topic webs
- Think Tank provision
- Additional support in core subjects
- Study skills support
- Visual resources, manipulatives in maths
- Google Read Write

Possible Additional Costs

- Specialist 1:1 Dyslexia support
- Precision Teaching – Reading
- Precision Teaching – Spelling
- Precision Teaching - Maths
- Touch Type Read Spell

- COGMED memory programme
- Spelling Mastery
- Individual workstation
- Nessy reading and spelling
- 1:1 LSA support

7. What interventions are available for pupils who have Social, Emotional and Mental health difficulties?

This would include pupils who require support to manage their everyday life, both socially and emotionally.

Lower School

Core Offer

- Zones of Regulation Framework used across the school
- High ratios of consistent and familiar staff on the playground at break and lunchtimes to support children
- Protective Behaviours Programme
- Signposting to professionals such as counsellors, educational psychologists

Possible Additional Costs

- Social mapping of expected and unexpected behaviours
- Social stories
- Social thinking programme / social groups
- Resilience Building Programmes
- Play Better Games Programme
- Drawing and Talking Intervention
- Comic strip conversations
- Lego Therapy
- Small group or 1:1 Zones of Regulation Intervention Programme
- Bespoke or specifically recommended programmes

Upper School

Core Offer

- Protective Behaviours Programme
- Emotion scales
- Lunchtime clubs to support children during less structured times: Computer Club, Club 17 and Sports activities.
- Library (available at lunchtime)
- Access to identified 'safe space' when needed

- Signposting to professionals such as counsellors, educational psychologists

Possible Additional Costs

- Friends Youth – Resilience building programme
- Social thinking programme
- Mentoring
- Comic strip conversations
- Draw and Talk Intervention
- Lego Therapy
- A 5 is Against the Law programme

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

This would include 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 / specialist scissors
- Coloured filters and books to ease visual stress
- Ear defenders
- Stability cushions
- Foot rests
- Weighted cushions

Possible Additional Costs

- Gross motor skills group
- Fine motor skills
- Teodorescu Visual – Perceptual motor programme
- Speed Up! Kinaesthetic Handwriting programme
- Touch Type Read and Spell

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

Possible Additional Costs

- Gross motor skills group
- Fine motor skills group
- Weighted pens, wrist straps
- Touch, Type, Read and Spell

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.

9. How will I know how my child is making progress?

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 and EHCP reviews as well as end of year reporting.
- Every pupil has a set of targets in reading, writing and numeracy relating to their current module of work. All pupils are aware of their targets and are part of the monitoring and assessment of their own progress towards these targets.
- 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 enables 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. Meetings may be held virtually.
- If your child is in Year 1 or above and is not yet working within year band expectations, more alternative tools can be used which show 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 Parent Evenings three times a year (one a term), and report in writing to parents at the end of the academic year. Parents evenings may be held virtually.

- Individual Provision Plans (IPPs) to meet the needs of specific pupils are reviewed and planned three times a year. 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 will be held (possibly via Microsoft Teams) for pupils requiring this.
- Informal 'drop-in' coffee mornings/afternoons are offered for parents with SEND concerns. These may be held virtually.

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. Most 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.
- Some students progress is tracked via the Learning Ladders assessment tool as well as through their progress towards Entry Level or Functional Skills qualifications.
- Most 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'. We provide a termly Academic Report to parents, including a full annual written report. In 6th Form we hold two Parents Evenings' and a 'Higher Education Evening'. These meetings may be held virtually this academic year.
- Informal 'drop-in' coffee mornings/afternoons are offered for parents with SEND concerns. These may be held 'virtually'.

- An annual review of EHCP meeting will be held for pupils requiring this. These may be held 'virtually'.
- 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 'virtually' meet 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 contact staff outside of the school day, they will endeavour to respond to you within 48 working 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.

10. 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.
North Star Inclusion Advisory Team	Pupils with identified learning needs across any of the four areas of need, who have pupil support services 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.

Children and Adolescent 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 of 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.

11. 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, receive Level 1 Autism Training provided by the Autism Education Trust (AET). In addition to this, many teaching and learning support staff receive 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 and online 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 SENCo 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, supporting bereaved children and advanced knowledge in drawing and talking.

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, Supporting Language and Communication needs in the classroom, Building Relationships, Using Zones of Regulation, Dyslexia – building classroom strategies and SEND updates at the beginning of each academic year.

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

12. 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.

13. 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.

14. 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. The School does not provide teaching or support assistance in the home.

We have a full-time 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/carer, 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.

15. 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: 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 we 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. These meetings may be held virtually.

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's 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. This academic year, meetings may be held virtually.

16. 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.

17. 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

- Home school liaison is facilitated through the ClassDojo platform
- Termly Parents' evenings/IPP meetings, with class teacher and/or SENCo
- Person Centred annual review of EHCP and Team around the child meetings
- Termly review and parent input to maintain 'Pupil Passport' information
- 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 diary
- A termly topic plan for each class, identifying key learning, is sent home and posted on our website to inform both pupils and parents
- Parent workshops
- Parent drop-ins / coffee mornings
- Signposting to parent groups
- SEND Parent questionnaires / feedback requests

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 8 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

Any meetings required may be held virtually.

18. 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 Deputy Head Teacher reports 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.

19. 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, Pastoral

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

You may wish to speak to the SEND 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. Our school and Trustees take complaints seriously and will act upon these on an individual basis.

20. What if the School believes they cannot meet my child's needs?

The responsibility for providing a relevant and appropriate education for children with EHCPs lies directly with their local authority. Unfortunately, on occasion, some children are not always best placed in a provision for a number of reasons. If it becomes apparent over time that children are inappropriately placed, schools are legally required to inform parents and their local authority if the student's needs are not being met. Moving a student is always a last resort, and this would be carried out via the review process.

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

Birmingham Local Authority's Local Offer

www.mycareinbirmingham.com

Solihull Local Authority's Local Offer

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

Worcestershire Local Authority's Local Offer

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

Sandwell Local Authority's Local Offer

<https://www.sandwell.gov.uk/send>

Staffordshire Local Authority's Local Offer

<https://www.staffordshire.gov.uk/Children-and-early-years/Childcare-providers-and-professionals/SEND-Local-Offer.aspx>

22. 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.

23. 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.

24. 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 October 2022
or as and when statutory
guidance / legislation changes**