

# Special Educational Needs Accessibility Strategy

## St George's School September 2016

- St. George's is an 11-16 Church of England VA Academy. The Academy has a rising roll of pupils as of September 2015. The Academy has recently changed its Mission Statement to 'Believe, Achieve and Care'. The Academy has remained over-subscribed for places since 2008 despite a falling population locally. The Academy has been rated as 'Good with Outstanding Features' in its last OFSTED inspection (Jan 2011) and 'Outstanding' in its SIAMS inspection (Jan 2011) and more recently in a monitoring visit undertaken by HMI Patrick Geraghty (May 2015) proved positive also retained 'Outstanding' in SIAMS inspection (Feb 2016). The strong Christian Ethos of the Academy and an aspirational culture has seen it become a Teaching Alliance and Schools Direct Partner with Bishop Rawstrone School (Sept 2013) and FCAT Sept 2014. The Academy has also been recognised as an outstanding beacon of good practice within the Blackburn Diocese and supports other schools in developing an outstanding Church School. We have converted to Academy status in April 2014. This has included a £1m building programme during 2014 to improve Literacy/Learning.
- St George's School's disability and SEN policy states: The school community will seek to: Committing to the education of children across the age and ability range. All staff recognise and contribute to the inclusion and achievement of pupils on roll. No staff or department has exclusive care and responsibility for specific children, though specific staff or departments may take a lead role in shaping or delivering the educational experience to individual or groups of pupils.
- St George's School supports and has supported pupils with moderate learning difficulties, specific learning difficulties, hearing impairment, visual impairment, autistic spectrum conditions, speech, language and communication difficulties and physical disabilities.
- This SEND Information Report outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND), in order to realise their full potential make outstanding academic progress and grow to be equipped for their future lives.
- The information required to be included in this SEND Information report is stated in The Special Educational needs and Disability Regulations 2014 Schedule 1: information to be included in the SEN Information report. This can be found at:

<http://www.legislation.gov.uk/uk/si/2014/1530/schedule/1/made>

## Accessibility and Inclusion

How accessible is the school environment? Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been

improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?  
 How accessible is your information - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How information is made accessible to parents and families with additional needs?  
 How accessible is the school? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources?  
 Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?  
 Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

**Accessibility and Inclusion**

<p>1. How accessible is the school environment? Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?</p>	<ul style="list-style-type: none"> <li>• The quality school's buildings are continuously monitored to ensure that the environment is of a high quality to benefit all pupils. Appropriate adjustments have been made to ensure for the needs SEN pupils. This includes the modifications in the majority of rooms to ensure correct acoustics for hearing impaired pupils, the wide use of carpeting in teaching, public and social areas to improve acoustics, adjustments to benefit visually impaired pupils and the use of interactive whiteboards in all teaching rooms. All recent building works allow easy access for pupils with SEN or a disability.</li> </ul>
<p>2. How accessible is your information - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How information is made accessible to parents and families with additional needs?</p>	<ul style="list-style-type: none"> <li>• All relevant policies are included on the website and hard-copies can be requested from the main office.</li> </ul>

## Teaching and Learning

What additional support can be provided in the classroom?

What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)

Staff specialism/expertise around SEN or disability

What ongoing support and development is in place for staff regards supporting children and young people with SEN?

What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?

How do you share educational progress and outcomes with parents?

What external teaching and learning do you offer?

What arrangements are in place to ensure that support is maintained in “offsite provision”?

What work experience opportunities do you offer?

### Teaching and Learning

1. What additional support can be provided in the classroom?

- The school’s marking and assessment policy ensure pupils of SEN are monitored within the assessment cycles to ensure that they are making appropriate progress.
- Curriculum support assistants.
- Small class sizes for lower sets.
- Differentiated worksheets and resources.
- Extra teacher support in small classes.
- Personalised teaching to pupils’ specific needs.
- Catch up classes in English and Mathematics.

2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)

- All pupils in year 7 follow a shared curriculum. However, setting groups according to ability allows the focus of teaching to be differentiated.
- Within each teaching group teachers are expected to differentiate according to individual student’s needs. This includes challenging pupils to achieve at the highest levels and providing support, or adaptations to allow others to achieve their potential. This can include, modifying resources, providing “scaffolding” to support writing tasks, using ICT to allow pupils to access or produce work, or providing flexible means of assessment of pupil’s knowledge and understanding.
- CPD training for teachers, including INSET, has included a focus on differentiation, use of Learning Support Technicians in the classroom and effective strategies to support a range

	<p>of SEN issues. Training for non-teaching staff has also focused on a range of SEN issues, in addition to health, emotional and social needs.</p> <ul style="list-style-type: none"> <li>• At Key Stage 4 some pupils are offered the Foundation Learning Tier. This allows them to access the core subjects of English, Mathematics, Science and RE, in addition to two GCSE options. They are also provided with additional literacy and numeracy support, additional support for their GCSE courses and transition support to prepare for their move into employment, further education or training.</li> </ul>
3. Staff specialism/expertise around SEN or disability	<ul style="list-style-type: none"> <li>• The school's teaching and learning policy sets out the appropriate pace and challenge which is required to provide high quality teaching for all pupils. Therefore, all teachers at St George's School are teachers of SEN.</li> </ul>
4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?	<ul style="list-style-type: none"> <li>• All teachers at St George's School are teachers of SEN. The schools' CPD (Continuous Professional Development) provision for all staff includes INSET training on differentiated teaching, SEN needs and support strategies. Both teacher and support staff have access to external training. The NQT/RQT (newly and recently qualified teacher) programme also includes modules on SEN needs and differentiation practices. This ensures that the first tier of support (Stage 1) is within the subject classroom and is the subject teacher's responsibility.</li> </ul>
5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?	<ul style="list-style-type: none"> <li>• Access arrangements – which include readers, scribe, extra time, small classroom for pupils who may be anxious or have behavioural difficulties. Coloured overlays for pupils with dyslexic tendencies. Differentiated worksheets and resources. Learning Support Unit support. Teachers informed of all pupils' reading ages. Teachers informed of all pupils having special needs. Training for readers and scribes before exams.</li> </ul>
6. How do you share educational progress and outcomes with parents?	<ul style="list-style-type: none"> <li>• The four assessment cycles provide information on how pupils, including SEN, are progressing. Specific assessments also measure the impact of interventions for SEN pupils. Parents will receive reports or be invited into school to discuss these outcomes.</li> <li>• Young people and parents/carers will be asked for an evaluation of SEN provision at each review point of the "Plan, Do Review" cycle.</li> </ul>
7. What external teaching and learning do you offer?	<ul style="list-style-type: none"> <li>• Additional support from external specialist is available for pupils with specific issues. The referral process and contact details of such professionals are listed above.</li> <li>• In addition, some pupils may receive support from other agencies and strategies available</li> </ul>

	<p>to the school. This includes: parenting support, EWIST, CAMHS, WISH team. The school also works with a number of agencies and charities which provide targeted support for young people. Parents/carers are contacted to advise on referrals to such provisions.</p> <ul style="list-style-type: none"> <li>• After school support in English and mathematics. Revision classes in KS4 where appropriate. Guest speakers/Motivational speakers/Super Learning Days. Life-skills Coach. Blackpool &amp; Fylde College Placement(s); as appropriate.</li> </ul>
<p>8. What arrangements are in place to ensure that support is maintained in “offsite provision”?</p>	<ul style="list-style-type: none"> <li>• The school can apply to the LEA for additional help with pupils who have specific SEN needs such as ASC, visual or hearing impairment, social, mental and health issues and speech, language and communication issues.</li> <li>• With the agreement of the parent/carer the SENCO completes a referral form which outlines the nature of the concerns. A “Plan, Do, Review” document is opened. These documents are used by the external specialists to decide on how best to co-ordinate their support for the young person, their teachers and their families.</li> <li>• Contact details for these external specialists are listed below: <ul style="list-style-type: none"> <li>○ <b>ASC/Complex Difficulties Team:</b> Paul Boldy SEN Bickerstaffe House 1 Bickerstaffe Square Talbot Road Blackpool Lancashire FY1 3AH</li> <li>○ <b>Physical Disabilities</b> Anna Peachey SEN Bickerstaffe House 1 Bickerstaffe Square Talbot Road Blackpool Lancashire</li> </ul> </li> </ul>

FY1 3AH

- ***Visual and Hearing Difficulties***

Angela Crawforth

SEN

Bickerstaffe House

1 Bickerstaffe Square

Talbot Road

Blackpool

Lancashire

FY1 3AH

- ***Educational Psychology Services***

Michael Humphries

SEN

Bickerstaffe House

1 Bickerstaffe Square

Talbot Road

Blackpool

Lancashire

FY1 3AH

- ***Specific Learning Difficulties (dyslexia)***

Liz Luke

SEN

Bickerstaffe House

1 Bickerstaffe Square

Talbot Road

Blackpool

Lancashire

FY1 3AH

	<ul style="list-style-type: none"> <li>○ <b>SEN officer(statementing)</b>  Kate Taylor  SEN  Bickerstaffe House  1 Bickerstaffe Square  Talbot Road  Blackpool  Lancashire  FY1 3AH</li> </ul>
<p>9. What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> <li>● All Year 10 pupils are offered a 1 week placement.</li> </ul>
<p>10. The SEND provision provided by the school, including any support provided in relation to learning and the curriculum.</p>	<ul style="list-style-type: none"> <li>● All teachers at St George's School are teachers of SEN pupils. Support is structured in three tiers. Initial support for pupils (Stage 1) will be within the subject classroom, where teachers will differentiate to support individual student needs. Subject based interventions are also available, including small group and 1 to 1 support. Stage 2 support is for pupils with identified Special Educational Needs via the SEN Department. Stage 3 support identifies pupils with Statements (transferring to Education, Health and Care Plans from September 2014).</li> <li>● On entry to the school, pupils are placed in ability sets, which ensure that they are taught at an appropriate level. Classes of pupils with the greatest need are smaller in size, significantly reducing adult child ratios. Within each group teachers are required to differentiate to support the needs of all pupils.</li> <li>● Individual and groups of pupils are withdrawn from timetabled lessons to work on literacy or numeracy targets.</li> <li>● A pupil on the SEN register has a review twice a year. They and their parents/carers are invited into school to discuss their child's progress.</li> <li>● It is policy of the school to develop differentiation of class work within the common framework of each scheme of work, to ensure that there is appropriate challenge and pace for all pupils, including SEN. CPD (Continuous Professional Development) has taken place as part of the school's INSET programme to train both teaching and support staff on: differentiation, a variety of Special Educational Needs and strategies to support pupils with these needs, effective working with Learning Support Technicians, literacy and numeracy across the curriculum.</li> <li>● Bespoke training for Learning Support Technicians is also provided on literacy strategies,</li> </ul>

	<p>behaviour support, speech, language and communication difficulties and British Sign Language.</p> <ul style="list-style-type: none"> <li>• The SEN department works closely with Pastoral Leaders and College Intervention Staff to provide additional support for improving the emotional and social development of pupils with special educational needs.</li> <li>• Any support provision or interventions for SEN are logged on the school's SIMS information system, which can provide a clear "provision map" for individual and specific groups of pupils. In addition, all interventions for Pupil Premium and SEN pupils are centrally monitored.</li> </ul>
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## Reviewing and Evaluating Outcomes

What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?  
 What arrangements are in place for children with other SEN support needs?  
 How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### Reviewing and Evaluating Outcomes

<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<ul style="list-style-type: none"> <li>• All pupils' progress is recorded through the school's four annual assessment cycles. Parents/carers are notified of this through reports and parents' evenings. Outcomes of all pupils, including those identified with SEN, are closely monitored by subject teachers, subject leaders, Pastoral Leaders and the Assistant Heads with responsibility for curriculum areas and Colleges to ensure that pupils are making appropriate progress compared to their targets. The SENCO will also closely monitor the progress of pupils with SEN to assess the impact of any interventions provided for pupils. Where pupils do not make expected progress the SENCO will liaise with staff responsible for these pupils to identify what additional intervention is required. Parents/carers will be notified of any change in provision.</li> <li>• All parents/carers of pupils entering St George's School in year 7 are invited to the Year 6 welcoming event in the summer term, where they have an opportunity to gain knowledge of the policies and procedures of the school. There is an additional event in</li> </ul>
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	<p>the first half term of year 7 to meet form teachers and the school's SENCO.</p> <ul style="list-style-type: none"> <li>• Many pupils with SEN and their parents/carers are involved in the "Plan, do, review" cycle of the graduated stages of provision to meet their special educational needs. Each parent/carer will receive a copy of their child's "Plan, Do Review" document and is invited into school within six months to review the document. Where a student is removed from or added to the register, parents/carers are written to and asked for a response.</li> </ul>
<p>2. What arrangements are in place for children with other SEN support needs?</p>	<p>Support for SEN pupils is based upon their individual needs. The following is an outline of specific needs and the types of support offered. However, at St George's School we focus on the unique needs of each individual child, and therefore there cannot be a "one size fits all" approach. Strategies and support offered is discussed with parents/carers and professionals form within school and the numerous external agencies that work with us. We aim to be as responsive and flexible as we can.</p> <ol style="list-style-type: none"> <li>1. Communication – individuals included in this cohort would be pupils with SLCN (Speech, Language and Communication needs) and ASC (Autistic Spectrum Conditions).       <ol style="list-style-type: none"> <li>a. SLCN – we work closely with NHS speech and language professionals, in addition to the SCLN Advisory Teacher from Blackpool Local Authority. Advice is disseminated to teachers and nonteaching staff to support young people appropriately</li> <li>b. ASC – young people who have a diagnosis of an ASC, or who show difficulties suggesting ASC are supported through the SEN department. This includes regular contact made with the ASC Advisory staff from Blackpool Local Authority and other agencies and professionals supporting young people. We also work closely with parents/carers to focus support appropriately and resolve issues effectively. The school's environment includes carpeting in most teaching and social areas, to provide appropriate acoustics. Teaching and support staff are experienced in supporting pupils with ASC and additional training is provided through CPD. Suitable adaptations, including "quiet space" is provided where requested by pupils.</li> </ol> </li> <li>2. Cognitive and Learning – assessments in year 7 including CAT tests, reading and spelling tests allow identification of pupils with literacy and learning issues. Those pupils with the reading ages below 9 years attend daily reading support from 8.30 – 8.45. In years 7, 8 and 9 groups of pupils with reading ages from 9 – below chronological age are supported</li> </ol>

	<p>through withdrawal from specific lessons or pm form time to undertake reading support, including IDL (Individual Dyslexia Support Programme). In addition, pupils with low reading ages are supported through the “Reading Buddy” programme, during pm form periods. Outside agencies, such as Speech, Language and Communication Advisors and the school’s Educational Psychologist may also be involved, to carry out observations and provide reports which advise the school on how best to support individuals or groups of pupils.</p> <ol style="list-style-type: none"> <li>3. Social, Emotional and mental health – the Care, Guidance and Support Team work closely with the SENCO, providing an “outstanding” support system for all pupils at St George's School. Where pupils require additional support, the school’s Chaplain (Reverend Helen), Pupil Welfare Officer and High Needs Support Assistant provide additional support. Pupils can be referred to the Targeted Youth Worker, Behaviour Advisory Teacher or Educational Psychologist, who provide support, assessments or reports outlining strategies to support.</li> <li>4. Sensory and/or physical needs - Pupils who have sensory or physical needs are supported by experts from the LEA. Regular visits from the LEA advisory teacher are made to review pupils’ progress and assess the support provided within school. Visits can be annual, termly or more regular, dependent upon a child’s needs. The school has made adjustments to the environment in order to improve accessibility for pupils who have mobility difficulties and the modern buildings are fully accessible. However, the older buildings are not fully accessible to all. The school is planning further building programmes to ensure accessibility for all.</li> </ol>
<p>3. How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?</p>	<p>The academic progress of young people identified with SEN or disability is closely monitored by subject staff and school leaders. Interventions are assessed by identifying the attainment levels before and after they take place.</p> <p>However, some young people require other forms of support, for example to support social and emotional needs. The effectiveness of such interventions can be assessed by a reduction of difficulties. For example, a young person may have fewer behaviour issues or improved attendance. For some young people an assessment of emotional wellbeing before and following an intervention may take place.</p>

## Keeping Children Safe

How and when will risk assessments be done? Who will carry out risk assessments?  
 What handover arrangements are made at the start and end of the school day?  
 Do you have parking areas for pick up and drop offs?  
 What support is offered during breaks and lunchtimes?  
 How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)  
 What are the school arrangements for undertaking risk assessments?  
 Where can parents find details of policies on anti-bullying?

### Keeping Children Safe

1. How and when will risk assessments be done? Who will carry out risk assessments?	<ul style="list-style-type: none"> <li>• Risk assessment will take place when directed by the Child Protection Lead Practitioner, who will oversee the completion.</li> </ul>
2. What handover arrangements are made at the start and end of the school day?	<ul style="list-style-type: none"> <li>• Where a concern has been made, to keep a child safe, arrangements for handovers can be made to include named members of staff, in the main reception of school.</li> </ul>
3. Do you have parking areas for pick up and drop offs?	<ul style="list-style-type: none"> <li>• Parking facilities available.</li> <li>• Entrance where parents can wait for children.</li> <li>• Pupils actually handed over to parents where necessary.</li> </ul>
4. What support is offered during breaks and lunchtimes?	<ul style="list-style-type: none"> <li>• Pastoral access; this is open morning, break and at lunchtime. Lunch can be eaten in these bases.</li> <li>• Learning Hub open as above. Leanne's garden Quad area of school a quieter, fully supervised outdoor space. Enclosed quiet area for pupils.</li> <li>• Pupils who are upset, lonely or worried can access staff during the above times in CAPs.</li> </ul>
5. How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)	<ul style="list-style-type: none"> <li>• At all lesson changeovers all staff and the senior leaders are on duty, teachers meet and greet pupils at the start of the lesson and dismiss them at the end, hence staff on corridors at all change overs.</li> <li>• Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent, school nurse or any outside agency.</li> <li>• PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. Any pupil who 'cannot' do PE for medical reasons can access the library for reading or homework.</li> </ul>
6. What are the school arrangements for undertaking risk assessments?	<ul style="list-style-type: none"> <li>• In Line with the local authority.</li> </ul>

7. Where can parents find details of policies on anti-bullying?	<ul style="list-style-type: none"> <li>• Policies can be found on the school website, however if they ring school and request one school will send out a hard copy or email them a copy.</li> <li>• All pupils have access to a full range of strategies including the WORRY button on the school desktop of each pupil.</li> </ul>
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### **Health (including Emotional health and Wellbeing)**

How do you manage safe keeping and administration of medication  
How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?  
What would the school do in the case of a medical emergency  
How do you ensure that staff are trained/qualified to deal with a child's particular needs?  
Which health or therapy services can children access on school premises?

### **Health (including Emotional health and Wellbeing)**

1. How do you manage safe keeping and administration of medication	<ul style="list-style-type: none"> <li>• School has a policy on medication administration, ratified and agreed by governors.</li> </ul>
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	<ul style="list-style-type: none"> <li>• A meeting is held with the parent/carer, SENCO, school nurse and any other professional who is involved with the pupil. The Care Plan is then shared with staff in briefing and monitored by the SENCO every half term or sooner if needed, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCO if they feel the plan needs to be amended.</li> </ul>
3. What would the school do in the case of a medical emergency	<ul style="list-style-type: none"> <li>• All staff are trained every 3 years on Safeguarding/Child Protection. Relevant staff undertake external courses provided by the LA to become qualified first aiders.</li> <li>• Relevant staff trained on how to use an epi-pen</li> <li>• . Relevant staff trained on CAF completion and other relevant documents</li> <li>• Training by both internal specialists and outside professionals for ASD, ADHD, etc.</li> </ul>
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	<ul style="list-style-type: none"> <li>• Health Care Plans provide information to all teaching and non-teaching staff. These are written and monitored by the school's Nurse Practitioner.</li> <li>• Identified staff receive specific training for the medical needs of individual young people.</li> <li>• The School Nurse Practitioner, SENCO and Head of Care, Guidance and Support liaise with professionals from other agencies, including the Local Authority SEN advisory teachers, CAMHs and NHS practitioners to ensure that school staff receive the appropriate training to deal with a child's particular needs.</li> </ul>

<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> <li>• Local Authority Advisory teachers provide interventions for individuals and groups of pupils. This includes: Behaviour Advisory Teachers, Sensory Impairment, Complex Difficulties, Physical Difficulties, in addition to Emotional Wellbeing, Welfare in Sexual Health and Educational Psychology.</li> <li>• School liaises with NHS and health services, for example CAHMs, Bereavement Counselling</li> <li>• This list of health and therapy services is not exhaustive as projects can be introduced to focus on specific needs.</li> </ul>
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<h2>Communication with Parents</h2>	
<p>How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?            How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy)?            How do you keep parents updated with their child/young person’s progress?            Do you offer Open Days?            How can parents give feedback to the school?</p>	
<h3>Communication with Parents</h3>	
<p>1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</p>	<ul style="list-style-type: none"> <li>• The SENCO will meet with SEN pupils and their parents prior to them starting school. Information is also distributed at parents’ evenings, if parents’ don’t attend a letter is sent home to them Home visits are made if requested by parent.</li> </ul>
<p>2. How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy)?</p>	<ul style="list-style-type: none"> <li>• Every pupil is placed in a college in school. Within the college they have a Pastoral Leader, Pastoral Support Assistant and College tutor who will act as a point of contact. The SENCO meets with parents as part of the one page profile reviews. Parents are welcome to contact the school at any time with an Open Door policy maintained whenever possible.</li> </ul>
<p>3. How do you keep parents updated with their child/young person’s progress?</p>	<ul style="list-style-type: none"> <li>• The four assessment cycles provide information on how pupils, including SEN, are progressing. Specific assessments also measure the impact of interventions for SEN pupils. Parents will receive reports or be invited into school to discuss these outcomes.</li> <li>• Young people and parents/carers will be asked for an evaluation of SEN provision at each review point of the “Plan, Do Review” cycle.</li> <li>• Raise-online data is analysed by senior leaders in school to gain an insight on the value added progress of all pupils at Key stage 3 and 4. This is used to review the progress of</li> </ul>

	<p>specific groups, including pupils with SEN, allowing school leaders to make informed choices about the best provision, support and interventions.</p> <ul style="list-style-type: none"> <li>• All pupils' progress is assessed and monitored at four regular points over the academic year. All subject teachers input results into the school SIMS information systems. This allows senior staff to monitor pupils' progress in comparison to expected grades, which means that subject teachers are accountable for the levels or grades their pupils are gaining. Where the progress of pupils' with SEN is not at expected levels, the SENCO can provide advice on teaching strategies to support specific pupils or identify appropriate interventions. Parents/carers will be notified of any change in provision.</li> <li>• Each Progress Period Parents/carers are notified of this through reports and Parents' Evenings.</li> <li>• Parents' evenings</li> <li>• School reports – once yearly.</li> <li>• Meetings with parents.</li> <li>• Review of statements.</li> <li>• Review of One Page Profiles.</li> </ul>
4. Do you offer Open Days?	<ul style="list-style-type: none"> <li>• Open days occur in September and are advertised on the school website. Requests for visits around school outside of the open days are usually accommodated and tours around school are led by the Deputy Head or Head teacher.</li> </ul>
5. How can parents give feedback to the school?	<ul style="list-style-type: none"> <li>• Parents are given opportunities through-out the year to complete parental questionnaires. A comprehensive following up process occurs to address any issues.</li> <li>• Via the website. Parent conferences. Parental meetings. Telephone calls. By E mail or arrange to see staff at a mutually convenient time.</li> </ul>
6. Arrangements made by the Governing Body or Proprietor for the treatment of complaints from parents with Special Educational Needs, concerning the provision made at the school.	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers would be expected to contact either the SENCO Mrs R Anderson, or Head of Care Guidance and Support to raise concerns.</li> <li>• If the parents/carers of the SEN pupil are still unsatisfied with the outcome then they would be directed to the school's complaint policy</li> <li>• The school's complaints procedure is available by contacting the school on enquiries@stgeorgesblackpool.co.uk, or 01253 316725 or on the website "Complaints Policy".</li> </ul>

## Working Together

What opportunities do you offer for children to have their say? e.g. school council What opportunities are there for parents to have their say about their child's education?

What opportunities are there for parents to get involved in the life of the school or become school governors?

How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)

How do home/school contracts/agreements support children with SEN and their families?

### Working Together

<p>1. What opportunities do you offer for children to have their say? e.g. school council</p>	<ul style="list-style-type: none"> <li>• Student council meeting – weekly.</li> <li>• Spirituality council meeting – weekly</li> <li>• Student voice forums.</li> <li>• Departmental questionnaires.</li> <li>• SLT on duty each break and lunchtime.</li> </ul>
<p>2. What opportunities are there for parents to have their say about their child's education?</p>	<ul style="list-style-type: none"> <li>• Parents' evenings.</li> <li>• SEN conference.</li> <li>• Review meeting.</li> <li>• Open door policy.</li> <li>• E mail. Parent View.</li> <li>• Arranging a meeting with teachers.</li> </ul>
<p>3. What opportunities are there for parents to get involved in the life of the school or become school governors?</p>	<ul style="list-style-type: none"> <li>• All parent governor positions are advertised in line with policy.</li> </ul>
<p>4. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)</p>	<ul style="list-style-type: none"> <li>• The Governor responsible for SEN ensures the needs of pupils and their families are met. Regular updates occur at full governors and sub-committees and visits to school follow up.</li> </ul>
<p>5. How do home/school contracts/agreements support children with SEN and their families?</p>	<ul style="list-style-type: none"> <li>• Parents/Carers are involved in writing One page Profiles of all SEN pupils. Parents/Carers are notified of all interventions and are requested to complete an acknowledgement which may include guidance on home support.</li> </ul>

## What Help and Support is available for the Family?

Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?

What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?

How does the school help parents with travel plans to get their son/daughter to and from school?

### What Help and Support is available for the Family?

1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	<ul style="list-style-type: none"> <li>• Yes, SENCO or colleagues would arrange to meet with them and help them complete all the necessary paperwork. Parents are offered this service at a parental meeting or by phone.</li> <li>• Heads of College will also support parents to complete CAFs etc</li> </ul>
2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?	<ul style="list-style-type: none"> <li>• Heads of College would provide this information and arrange for them to meet school's career adviser. IAG evenings are provided and from Year 9. For SEN pupils visits are arranged to local post 16 providers in addition to that offered to all pupils.</li> </ul>
3. How does the school help parents with travel plans to get their son/daughter to and from school?	<ul style="list-style-type: none"> <li>• Travel plans can be discussed with school staff. Advice from external agencies can be sought.</li> </ul>

## Transition from Primary School and School Leavers

What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)

What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)

What advice/support do you offer young people and their parents about preparing for adulthood?

What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

### Transition from Primary School and School Leavers

1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)	<p>Transition for pupils with SEN begins in the summer term before they join St George's School. This involves:</p> <ul style="list-style-type: none"> <li>• A visit to the feeder school by the transition co-ordinator to collate information.</li> <li>• Where pupils are identified as SEN the SENCO will make additional contact with the feeder school SENCO to identify pupils' needs and support strategies in place, or used in the past.</li> </ul>
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	<ul style="list-style-type: none"> <li>• All pupils attend the Taster Day. Where appropriate additional visits are arranged for pupils and parents, to familiarise themselves better to the school environment and key members of staff.</li> <li>• The SENCO will attend meetings at the feeder primary school with some pupils identified as SEN to meet children and their parents/carers.</li> <li>• Information gathered allows subject and form teachers, support staff and senior leaders to have an understanding of a student’s needs and to identify and put in place strategies to support them.</li> <li>• All parents/carers and pupils are invited to a meeting towards the end of the summer term to familiarise themselves with policies and procedures. It also allows them to meet the SENCO and have a conversation regarding any specific needs that the young person may have.</li> <li>• Parents/carers of all year 7 pupils are invited to attend a Parents’ Evening in October to meet form tutors. The SENCO is available to discuss any concerns of pupils, parents or carers and allow the SENCO an opportunity to resolve them.</li> <li>• If a young person has more complex needs, further transition support is available, including meeting with professionals and agencies which are involved in providing support.</li> <li>• Where a young person transfers to St George's School as a non-routine admission (any other time after year6/7 transition) there is supported transition through the CAPS unit (Curriculum Access Pupil Support). The child’s previous school is contacted to request information on their current attainment levels and any additional support offered. Pupils undertake assessments which allow them to be placed in the most appropriate teaching groups. Where results of assessments raise concerns additional support will be identified. Where pupils are identified as having any Special Educational Needs, they will be placed on the school’s SEN register and a process of “Plan, Do, Review” will be undertaken, which will involve the parent/carer. Appropriate referrals to Advisory Services can be made.</li> <li>• Pupils who are non-routine admissions with complex needs can receive additional transition support through meetings with professional and agencies which are involved in providing support.</li> </ul>
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<ul style="list-style-type: none"> <li>• Transition for pupils leaving the school:</li> <li>• All pupils in KS4 receive careers counselling from an independent adviser. Additional support is provided for SEN pupils through a specialised adviser, who liaises between school and the student’s post-16 placement. Additional visits to placements, such as</li> </ul>

	<p>college and 6<sup>th</sup> Forms can be arranged. Support staff from post 16 providers are invited to the reviews of higher needs pupils, if appropriate, to ensure support is identified and planned for.</p> <ul style="list-style-type: none"> <li>• Where a pupil with identified SEN leaves the school before the end of year 11, all SEN information and files are forwarded to the new school. Contact is also made with the SENCO, to ensure that they are aware of the pupil's needs.</li> </ul>
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	<ul style="list-style-type: none"> <li>• Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and attitude for the world of work and to be happy in their personal life. Provide good role models of behaviour to pupils by the way staff treat each other and pupils. Outside agencies used where possible.</li> </ul>
<p>4. What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?</p>	<ul style="list-style-type: none"> <li>• Taster days at local colleges in Year 11. College visits for Year 10. Careers support during Years 9, 10 and 11 for statemented pupils and in Years 10 and 11 for all other pupils on the SEN register.</li> <li>• Pupil Premium funding as appropriate.</li> <li>• Post 16 providers attend Parents' Evenings for years 9,10 and 11. Apprenticeships arranged for Year 11 as appropriate.</li> <li>• Advice available on exam results day.</li> </ul>

## Extra-Curricular Activities

Do you offer school holiday and/or before and after school provision? If yes, please give details.

What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

How do you make sure clubs, activities and residential trips are inclusive?

How do you help children and young people to make friends?

### Extra-Curricular Activities

<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<ul style="list-style-type: none"> <li>• A summer school runs for a week every year. Pupils are invited to this. In the morning and after school the Learning Hub is staffed for pupils to read, complete homework or have access to ICT facilities. In addition to this the school refectory opens in the morning for breakfast.</li> </ul>
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<ul style="list-style-type: none"> <li>• There is a wide range of clubs that happen at lunchtime from sports, arts, computing and Literacy. These are free to access. All pupils are issued with an extra-curricular timetable at the start of each term.</li> </ul>
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> <li>• There is a wide range of extra-curricular activities at St George's School that all pupils can participate in. Some of these activities change termly to reflect the sporting season. Please see the school website to see the full range of activities available.</li> <li>• Additional support can be provided to ensure all pupils engage in activities, including school trips.</li> <li>• Records of SEN and PP student engagement in extra-curricular activities are kept to produce a provision map to ensure fully inclusive uptake.</li> </ul>
<p>4. How do you help children and young people to make friends?</p>	<ul style="list-style-type: none"> <li>• Strong transition arrangements ensure that friendship groupings are requested and where appropriate pupils are placed with friends in form groups.</li> <li>• Introduction of specific clubs for Year 7.</li> <li>• Specialised, small form groups.</li> <li>• Buddies in forms.</li> <li>• Consistent approach to group work within lessons.</li> <li>• Peer mentoring for more anxious pupils.</li> <li>• Extracurricular programme.</li> </ul>

Next review September 2017