



SEND Information Report – 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:

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Pupils at St. George's School have a range of difficulties including Communication and Interaction; Cognition and Learning; Social; Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a pupil needs extra help?</i>	<p>When your child first joins St. George's School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Department and Heads of College closely monitor the progress and attainment of all pupils, including those who have or may have SEND. The continuous monitoring of pupils during their time at St. George's School will further identify pupils with a special educational need. This identification may come from college tutors, subject teachers, support colleagues, Pastoral Leaders, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or other concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All pupils with SEND are on the SEND or Additional Needs registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
3. a) How the school evaluates the	<i>How will I know that my child is making</i>	All pupils, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers formally assess and review progress and attainment four

<p>effectiveness of its provision for such pupils.</p>	<p><i>progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All pupils with a Statement of Education, Health & Care Plan have an Annual Review. SEND pupils who are on the SEND register will also have a termly review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all pupils, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation (Health checks). Additionally progress and attainment data for pupils is analysed for effectiveness and value for money.</p>
<p>b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home four reports each year which will show your child's current and target levels as well as reporting on their effort, behaviour, homework and independent learning. Heads of Subject, Pastoral Leaders and Pastoral staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including inclusion.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; notes in planners; emails; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on SEND register).</p> <p>The school provides information for parents through newsletters; information on the website and VLE; Open/Information days; Parents Evenings and letters home. Learning Plans, outlining curriculum topics delivered per half term are published on the VLE for parents to access.</p>
<p>c) The school's approach to teaching pupils with special educational needs.</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all pupils, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are</p>

		<p>available and should your child need this, it would be discussed with you.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
<p>d) How the school adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our pupils follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND pupils throughout our school including a lift to access all areas; disabled toilets; ramps, wide corridors and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p>
<p>e) Additional support for learning that is available to pupils with special educational needs.</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes nurture group teachers; High Needs Support Assistants; Pastoral Support Managers.</p> <p>Resources are allocated based on evidence of need and effectiveness. Pupils with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support pupils in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting pupils directly and indirectly, assisting staff and helping parents/carers.</p> <p>Pupils with Statements/EHCP's will have targets and strategies set by the SENCO. Annual review involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p>
<p>f) How the school enables pupils with special educational</p>	<p><i>What social, before and after school, and other activities are</i></p>	<p>A large range of academic and hobby/interest clubs are available at St. George's School. These are open to all pupils, including those with SEND.</p>

<p>needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.</p>	<p><i>available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>Additionally, we run a range of activities to support SEND pupils including Sports Club, Homework Club, Lunch and Break Time Social Club, Learning Hub open access etc. We also run coursework/revision sessions for older pupils as and when required.</p> <p>The Extra-Curricular timetable is available termly to pupils. Morning and afternoon reading is available for identified pupils.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At St. George's School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our pupils is by assigning them to a College Tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and pupils.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Pastoral Support Managers; School Counsellor; Learning Assistant; Child Protection Officer. We also have excellent relationships with a number of external agencies.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN Co-ordinator.</p>	<p><i>Who should I contact if I want to find out more about how St. George's School supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have special education needs or disability?</i></p>	<p>The SENCO is Mrs. Ruth Anderson. Contact details: Email r.anderson@stgeorgesblackpool.co.uk or telephone 01253 316725.</p> <p>Speak to your child's teachers or pastoral support assistant in the first instance.</p>
<p>5. Information about the expertise and</p>	<p><i>What training have the staff supporting</i></p>	<p>We have a Learning Support department which is made up of the SENCO, Assistant Head Teacher, and a number of other teaching assistants. Within this team we have staff who have a</p>

<p>training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p><i>children and young people with SEND had or are having?</i></p>	<p>range of experience and training covering various SEN including ; Behaviour Support; Supporting pupils with ASD; Supporting pupils with ADHD; Attachment issues and CAF training.</p> <p>Training is provided to all staff, including teachers and Teaching Assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Ruth Anderson or discuss the issue at the next review/parents evening.</p>
<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ➤ Helping them to be organised for their day (including bringing the right equipment and books) ➤ Full attendance and good punctuality ➤ Completion of Homework ➤ Checking and signing planner ➤ Attending parents meetings ➤ Attending any meetings specifically arranged for your child <p>We will support you by having regular communication and a named key worker for your child who will contact you on a regular basis.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend One Page Profile review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'reflection documents prior to reviews.</p>

education.		
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please contact Mrs Anderson for further information.</p> <p>In the first instance contact the subject teacher or your child's college tutor who may refer your concerns to a more senior member of staff if needed. The school's complaints procedure is available on the school website.</p>
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (Camhs); Social Care; School Nurse Service; Education Psychology Service; Connexions; Targeted Prevention Team; Service Six; Speech and Language Service; Education Entitlement and Occupational Therapy Service. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Blackpool Borough Council and Lancashire County Council and use the CAF process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist, please contact Mrs Anderson or discuss at the next review/parents evening.</p>
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<ul style="list-style-type: none"> • Please contact the SENDCO for initial enquiries • In addition, support can be provided by SEND-IASS - The Family Information Service: 0800 092 2332, Postal address: Blackpool Special Educational Needs and Disability - Information, Advice and Support Service (SEND - IASS), Blackpool Council, Blackpool Football Club, Seaside Way, Blackpool. FY1 6JY

<p>in accordance with section 32.</p>		<ul style="list-style-type: none"> • The Dyslexia-SpLD Trust: an excellent website giving lots of useful information: www.interventionsforliteracy.org.uk • ParentVoice: for parents of pupils and young people aged 0-19 with additional needs www.parentvoice.info • Department for Education SEND information: www.gov.uk/childrens-services/special-educational-needs
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. We also host a Summer School for two weeks for Year 6 pupils.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions to ensure relevant paperwork is completed for pupils with Statements/EHCP's.</p>
<p>13. Information on where the local authority's local offer is published.</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>Information is available: http://www.blackpool.fsd.org.uk/kb5/blackpool/fsd/localoffer.page</p>

Key Staff:

SENCO: Mrs Anderson

Assistant Head: Care Guidance and Support: Mrs Hackney

Pastoral Support Assistants

Pastoral Leaders

Next Review – September 2017