



Special Educational Need and Disability Information Report 2017

The information set out in this report is in accordance with the Special Educational Needs Regulations (Clause 65) and further guidance provided in section 6.75 of the Revised SEND Code of Practice 2015.

See also St George's School's SEND Policy.

St George's School is committed to offering quality education within a Christian context. The basis of values and attitudes regarding all members of the School community is Christ's life and teaching. All members of the School community are recognised as unique and of special value in God's world.

Within this context the School seeks to educate all pupils including those with Special Educational Needs and Disability (SEND), by recognising individual needs, talents, gifts, circumstances, difficulties and disabilities. We have high aspirations and expectations for all students. We are committed to working together with all members of our school community and the report has, therefore, been developed with students, parents, carers, school governors and members of staff.

The people involved in SEND at St George's

- Mr Graham Warnock – Head teacher
- Miss Christine Ibbotson – Deputy Head Teacher with responsibility for Pastoral Care
- Mrs Tammy Hackney – Assistant Head Teacher for Care, Guidance & Support
- Miss Steph Owen – SENDCO
- Dr Kadaba Vasudev - SEND Governor

Defining Principles

St George's High School is a mixed sex, mainstream secondary school.

We strive to be an inclusive school, engendering a sense of community and belonging through our inclusive ethos, systems of early identification of barriers to learning and participation, and by having high expectations and challenging targets for all students. As a Church of England Academy within the Diocese of Blackburn, our values are rooted and grounded in the Christian faith. We set aspirational targets for all St George's students and we provide an inspirational curriculum that supports the mission of the Church and recognises and responds to the diversity of students' needs. Our School Vision is:

"Outstanding through the provision of consistent academic excellence within a caring, Christian community"

The identification and assessment of pupils with special educational needs

Students have special educational needs if they have a **learning difficulty**, which calls for special educational provision to be made for them - educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools.

At St George's School, pupils are identified as having special educational needs in a variety of ways. This process begins with transition meetings which are held with all of our feeder Primary schools before students start in Year 7. Information about new Year 7 students is collected and students may then be included onto our SEND register.

Information from feeder schools – Where a student has already been identified as having special educational needs, feeder schools are asked to complete SEND transfer documents and ensure all diagnostic reports and assessment documents are forwarded to our SENDCO. The SENDCO can then use this information to shape the student's curriculum [including access to intervention sessions] and pastoral provision, in the first few months.

Below national average performance literacy and numeracy judged against level descriptors/peers. – Students who enter St George's with below average literacy and/or numeracy levels, may receive additional intervention during Year 7 in literacy and/or numeracy to help them bridge the gap with their peers. This can take the form of timetabled intervention lessons or individual programmes of support, dependent on need and in consultation with the SENDCO and SEND team. This intervention will also continue throughout their time here if needed. Additional funding is provided for this through "catch up" premium.

Standardised screening or assessment tools. – All students complete a series of assessments during the first half term of Year 7. These tests include cognitive ability testing (CATs), reading, spelling and numeracy tests. Students with low standardised scores will have access to support to help develop skills in that particular area. All subject areas complete a baseline assessment within the first half-term to assist with early identification of need.

Information from parents - Parents are encouraged to contact the school directly if they are concerned about any aspect of their child's education either by telephone, email or arrange a meeting with the SENDCO. Parents and Year 6 pupils who have been offered a place at the school are invited to an Induction Evening before they join the school in September. This, together with the school's Annual Open Evening provides an opportunity for prospective students and their parents to visit the SEND area and meet the SENDCO informally.

Evidence obtained by teacher observation/ assessment – teachers complete on-going classroom assessment and will adapt teaching styles and differentiate resources within the classroom to meet individual needs – Quality Teaching First. Where, over a limited period of time, this has not proved effective in advancing the learning of individuals, teachers will raise the issue with their Heads of Subject in order to draw on additional experience and identify strategies to support progress. They will also contact the SENDCO to request additional support and guidance.

What to do if you think your child may have special educational needs.

If you believe your child has, or may have, a special educational need, you should contact our SENCO to discuss your concerns. You may also wish to discuss initial concerns with your child's tutor or Head of Year.

Assessment of Need:

We assess every child at four progress periods over the year. If your child is failing to make progress on their pathway, or we consider there may be a potential special educational need, we will complete further observations or assessments.

What specialist services and expertise are available at, or accessed by, the school?

It may be necessary to access the expertise of members of our own staff and other professionals to help identify and support your child's particular needs.

- Within the SEND team, staff have a range of specialist skills.
- SEND training for all staff is provided throughout the year as part of the INSET programme. SEND is a regular agenda item at the weekly Care, Guidance and Support meetings.
- A specialist teacher assesses pupils for access arrangements in accordance with the examination board guidelines. Appropriate arrangements are put in place on an individual basis to meet the needs of the identified pupils.
- Specialist advice is sought as appropriate.
- Liaison with outside agencies takes place as appropriate.
- We also liaise with external agencies where necessary to support individual needs within our school including, doctors, school nurse, clinical psychologists, paediatricians, speech & language therapists, occupational therapists and social services including Social Workers and Educational Psychologists.
- All medical information is treated confidentially by the responsible manager and all members of staff.

What are our arrangements for assessing and reviewing the progress of pupils with special educational needs?

- All Statements are reviewed on an annual basis. These reviews are carried out in line with statutory guidance for reviews.
- Progress of other pupils with SEND support needs is monitored in line with school assessment procedures. Progress Period data is shared through two assessment reviews, a written report and parents' evening. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- The SENDCO is available, by appointment, to discuss individual pupils at any point.
- The school is required to measure progress for all pupils using nationally agreed standards and criteria. The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time.
- All documentation appertaining to individual pupil's needs is maintained in the SENDCO's office. Teaching Staff have access to individual pupil's profiles and specific advice through the schools SIMS system.

- Teaching staff and the Pastoral Team, are encouraged to refer individual pupils to the SENDCO if they have concerns regarding their learning, emotional well-being or physical needs. It is their responsibility to ensure pupils, known to be a 'cause of concern' in their subject area are referred for consideration.
- All students that need support different to, or in addition to usual classroom teaching and differentiation, have a One Page Profile and Provision Map that highlights their needs and some strategies of support. These are reviewed regularly and you will have the opportunity to comment and contribute as part of this process.

What is our approach to teaching pupils with special educational needs – How will you know how we are supporting your child/young person?

- In accordance with our Mission Statement, we value the abilities and achievements of all our students. All subject teachers and tutors are responsible for identifying students with SEND and, in collaboration with the SENDCO, will ensure that those students requiring different or additional support are identified at an early stage as part of our graduated approach to intervention.

We are committed to providing the best possible environment for learning by:

- Ensuring that students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to a broad and balanced curriculum and are integrated into all aspects of the school.
- Providing a differentiated curriculum appropriate to the individual's needs and ability. Differentiation and Quality Teaching First strategies are central to our professional development programme and INSET sessions are held to ensure staff are informed about current research and equipped with the skills to support good practice in the classroom.
- Ensuring that on-going observation and assessment provides feedback about students' achievements to inform future planning of the student's learning.
- Where appropriate plan, deliver and monitor an intervention programme that supports and enhances basic skill development or social integration, using the facilities and resources available.
- The curriculum may be differentiated to meet the needs of your child. Teaching styles and flexible groups will reflect this approach. Schemes of work reflect whole school approaches to teaching and learning and take account of special educational needs.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.
- Smaller class sizes for those requiring additional support from the class teacher.
- We can offer your child, social, emotional and spiritual support through our dedicated pastoral team and access to our School Ordained Chaplain.

How is the curriculum and learning environment adapted for pupils with special educational needs?

We plan our curriculum with a blend of mixed ability teaching and some ability grouping depending on the year group and subject. This enables us to adapt the curriculum for students with different needs. We are able to provide differentiated resources within our mixed ability classes and also a variety of class sizes and intervention groups to ensure that curriculum content and the learning environment is matched to your child's needs. At Key Stage 4, we also offer a more flexible curriculum model. Details of the key stage 4 models are fully explained during our Year 9 Options Evening and our SENDCO will be available at the time to help clarify any issues.

What additional support for learning is available to pupils with special educational needs – How is the level of support decided?

In Class Support – Subject teachers make use of a range of teaching strategies to ensure students with SEND can access the curriculum. These include the use of key words, task sheets/learning maps, writing frames and differentiated resources. Through assessment for learning, they are continually assessing the progress of pupils and adapting their teaching accordingly.

Our SENCO allocates some LST support to classes on a needs led basis following consultation with the subject leader. A LST can provide additional clarification and opportunities for learning within the classroom. The LST will work under the direction of the SENCO and Class Teachers to help individuals or small groups access the class resources.

The Curriculum Access Pupil Support (CAPS) is a resourced provision for students requiring additional support over and above that provided by subject teachers. The intervention sessions are planned on a needs-led basis and those with a specific learning or social and emotional difficulty will access this form of intervention. Typical intervention programmes could focus on:

- Reading Skills including phonic development
- Spelling strategies
- Handwriting development
- Indirect Dyslexia Learning
- Maths concepts
- Social Language and Friendship skills
- Care and mentoring of vulnerable students

Bespoke sessions are provided to support students with the completion of pre and post learning. In addition, support is provided to help students, who find studying in a mainstream classroom challenging. In addition to the Personalised Learning Centre there are other areas which may be utilised where appropriate for pupil support.

SEND Drop In – The CAPS/B3 is open at lunchtime for support for those pupils with SEND.

Enrichment Sessions – Programmes to support spelling, handwriting and numeracy. If your child has difficulties in any of these areas they will be invited to join the appropriate session. The Learning Hub is open every lunchtime and after school to support Home Learning.

Mentoring – Where appropriate a member of staff will be appointed to mentor an individual pupil. This mentoring programme is coordinated by our Heads of Year, and is a personalised mentoring programme designed to raise self-esteem and aspirations.

Exam Access Arrangements-In accordance with examination board guidelines your child may be eligible for exam access arrangements. All students with identified SEND will have their provision reviewed in Year 9 and, where appropriate, will be assessed to determine the appropriateness of any arrangement. Examples of arrangements that may be provided are:

- Access to a Reader
- Access to IT to word process responses
- Rest breaks for those with physical, sensory or attention issues
- 25% additional time for those with specific processing difficulties
- Provision of a scribe.

These arrangements must reflect the pupil's normal way of working.

What activities are available for pupils with special educational needs in addition to those available as part of the curriculum?

- All pupils are invited to join in with our extra-curricular activities/clubs. The school offers a range of lunchtime clubs and after school clubs, free of charge and accessible by all pupils.
- Parents are required to pay for individual music tuition.
- A number of lunchtime activities are organised by the SEND Team.

What support is available for improving the emotional and social development of pupils with special educational needs?

- For a small group of students, identified by the SENDCO in consultation with Primary schools, St George's operates an additional school visit before the Summer Holidays.
- The school also runs a Summer School for vulnerable Y6/7 transition pupils. Our summer school inducts pupils about basic school procedures and makes them familiar with key staff faces and names. The Summer School actively engages pupils in finding new friends and supporting new friendships helping them to develop self-confidence before the new school year.
- Our School Nurse provides guidance on any personal care that may be needed and training will be given to staff to ensure that reasonable personal care needs can be met within school.
- The school can call upon a wide range of skilled agencies to work with vulnerable pupils including CAMHS.
- Our Attendance Officer reviews daily registers and will contact you to check on any attendance concerns. If your child's attendance drops below 90% additional contact will be made to help support you in increasing attendance.
- We operate a behaviour support programme involving our Pastoral team to provide behaviour support both in the class and, when deemed necessary as part of a withdrawal programme. Our trained team will work with your child to recognise triggers to their behaviour and help them make good choices.
- We also help minimise the need for an external exclusion by using internal sanctions and encouraging reintegration to class and reconciliation between parties.

- School council/pupil voice is encouraged at our school and students are able to contribute to questionnaires gathering their views on different aspects of the school. Students with SEND are encouraged to be part of this process.
- Pupils with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- Parents have the opportunity to complete at least one questionnaire each year at Parents Evening. The results are analysed and action taken in the light of this analysis.
- We operate a zero tolerance approach to bullying and actively encourage students to report all forms of bullying so action can be taken as appropriate.

Who is responsible for Special Educational Provision?

Miss Steph Owen

Special Educational Needs Coordinator (SENDCo)

01253 316725

s.owen@stgeorgesblackpool.co.uk

In accordance with the Code of Practice guidelines, a member of the Governing Body has special responsibilities for SEN.

The current SEND Governor is Dr Kadaba Vasudev

The current Chair of Governors is Mr Angus MacLeod

How accessible is the school both indoors and outdoors?

St Georges' High School is a place where:-

- All who learn and work have the opportunity to participate fully and achieve their full potential with appropriate support where necessary.
- Physical, social and economic barriers to access are minimised
- The environment is welcoming and supportive.
- Everyone accepts their responsibility to uphold equality and show respect to others.
- All complaints of any strand of Equality are investigated and appropriate actions are taken.
- Every effort will be made to include students with physical disabilities wherever structures and building constraints allow subject to any risk assessment deemed necessary.
- The school has a lift so there is wheelchair access to all classrooms on the first floor. There is only 6 classrooms where wheelchair access is not possible.
- The front of the building – main entrance and the student entrance has not steps so allows wheelchair access.
- There are designated access parking spaces near the front entrance.
- There are two disabled toilets on site.
- All school furniture is standard height. Some alternative seating e.g. stools with backs are provided for individual needs.

- All school policies are available from the school website or in print format on request from the school office. Personal requests for alternative formats are dealt with on an individual basis.
- The school's Accessibility Policy can be found on the School website.
- Parents/carers are invited to additional meetings as required to discuss additional needs.
- Alpha Smarts/laptops/Chrome books may be used.
- Adapted equipment is available in our technology department to support students with physical and sensory impairments.

The administration of medicines is the overall responsibility of parents. The Authorised person in school i.e. a First Aider in student reception, is responsible for ensuring children are supported with their medical needs whilst on site, and this may include managing medicines where appropriate and agreed with parents.

- Medicines are kept in a locked cabinet in student reception.
- Medications are clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record kept of any administration.
- All medication is checked regularly for expiry dates and it is parents' responsibility to provide current medication as appropriate.
- The Schools Nurse creates and manage health care plans.
- Staff are given information on pupils who have a Health Care Plan, and it is linked to SIMS.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Head Teacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- There are a number of trained First Aiders in school some of whom are trained in the use of epi-pens and defibrillators.
- There are 2 defibrillators in school.
- Additional training for staff and/ or first aiders is arranged as required.

What is the arrangement for consulting parents and carers of children with special educational needs?

It is our SENDCO's responsibility, in conjunction with the pastoral team, to establish close links with parents of students with SEND although you may wish to make initial contact via your child's Form Tutor.

We actively encourage your involvement in identifying areas of need and helping us to understand your child. You will be asked to contribute to proposed targets and provide feedback on progress and provision in place.

As part of our on-going assessment process, all students have four progress periods and one end of year report sent home in July. There is a Parent's Evening with parent/teacher reviews for each year group. Our SENDCO is present at all parent evenings to meet with you to discuss your child with additional needs.

Appointments can be made for you to meet with the SENDCO.

How are young people with special educational needs consulted and involved in planning provision for their education?

Young people with special educational needs often have a unique knowledge of their own needs and we will actively seek their views about the sort of help they would like in order to make the most of their education. We encourage students to contribute to their learning and personal development plan by respecting their opinions and consulting with them about any concerns or proposed interventions. Your child will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. Your child will be directly involved in producing their One Page Profile. Your child will also be supported by subject teachers and LSTs to identify their own learning style and preference and to develop independent study and life skills that recognise their strengths and qualities.

Complaints procedure

Every child is important and we aim to provide the best support possible. If you feel that your child needs different or additional assistance we hope as far as possible to deal with your concerns internally and resolve any difficulties informally. We have a staged approach which provides parents with a direct route for any complaint they foresee. Parents of course follow the LEA complaints procedure in the event of matters being unresolved.

Our complaints procedure is as follows:

If you have a concern about the provision/support in place for your child

- 1) In the first instance please contact the Subject Teacher
- 2) The next stage of redress would be via the Head of Year who would usually liaise with the SENDCO before attempting to resolve the problem.
- 3) If matters are not resolved at this stage then parents should contact Mrs Tammy Hackney who is Assistant Head Teacher with the responsibility for Care, Guidance & Support.
- 4) In the unlikely event that difficulties continue then the matter will be referred to the Head Teacher, Mr Graham Warnock who would turn to the Governing Body in the final analysis.

How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, to meet the needs of pupils with special educational needs and their families.

The school welcomes the involvement of external support services and agencies who can provide additional specialist assessments to inform planning and give advice on the use of new or specialist strategies or materials

The Local Authority SEND team offers guidance and support for those pupils with identified needs and Educational Health Care Plans (EHCP) for difficulties such as Autistic Spectrum Disorders, Visual and Hearing Impairment and Physical Difficulties. Services such as Speech and Language, Occupational Therapy, Physiotherapy and CAMHS also provide advice and support for SEND pupils.

What support services are available to parents of pupils with special educational needs?

The Blackpool Local Offer can be viewed via a link on our website (SEND Policy) and this will provide you with a wealth of services available to support you and your child. You can also access the Blackpool Parent Forum for guidance on specific issues.

What transition arrangements are in place to support students with special educational needs?

In addition to our whole school transition programme led by the Head of Year 7 and members of the pastoral team, our SENDCO will liaise with the SENDCOs at all our feeder Primary schools to ensure that a transition programme can be arranged for students with specific difficulties. This supplementary transition programme can include additional visits to St George's prior to the summer holidays.

The school also runs a Summer School for Y6/7 transition pupils. Our summer school inducts pupils about school procedures and makes them familiar with key staff faces and names.

For students with a Statement of SEND/Education Health Care Plan, Year 9 reviews incorporate an additional transition plan as we begin the process of preparing for the student's transition to GCSEs, employment, Further Education, work-based training, Higher Education, and adult life. The Year 9 plus Transition Plan will be reviewed and involve the Youth Services team as well as independent careers advice. The SENDCO works closely with pupils, parents and external providers to ensure a smooth transition to Post 16 provision.

Year 9 Options Evenings – The SENDCO is available prior to and during the Options evenings in order to offer advice and guidance on appropriate GCSE/Key Stage 4 curriculum path.

Colleges - Additional support with college applications and choices can be provided. Colleges will use the information received from college applications and interviews to plan support and this will include contacting us for more information about provision at Key Stage 4. It is therefore essential that you include details of any support and exam access arrangement received at St George's on any application to college. The SENDCO will liaise with the Learning Support team at our local colleges in order to ensure that all relevant support information is passed on.

If your child has an Education, Health and Care Plan, a dedicated advisor will support them in choosing a suitable course/career for the future. The level of support needed at college will be discussed at the Year 11 annual review in order that your child views are accurately recorded and the SEND Personal Adviser can support the young person and parents through the transition process. You will be able to contribute to the contents of this Plan including discussion of issues such as travel and additional support needed at home.

School SEND Profile 2016/17:

	SEN with EHCP	SEN without EHCP	% of year group	Leaving
7	0	22	11%	2021
8	1	27	14%	2020
9	2	24	14%	2019

10	0	17	9%	2018
11	2	13	8%	2017

SEND – 2017 GCSE Results:

% of SEND pupils passing English GCSE	39% (5 Pupils)
% of SEND pupils passing Maths GCSE	23% (3 Pupils)
5+ A*-C including Maths & English	23% (3 Pupils)

In 2016/17 the SEND funding was spent to support the following:

Curriculum Support

- SENDCO
- Teaching Assistants
- HLTA
- Exam Concession Assessor
- Smaller Class Sizes

Professional Support

- Educational Psychologist Assessments
- HNF 1:1 support
- Whole staff CPD
- Visual Adaptions

Additional needs and enrichment

- Consumables and paper for printing for curriculum and exams
- Indirect Dyslexia Learning licence renewal
- Exam material preparation
- Skilled invigilation for internal and external exams
- Use of ipads and laptops

SEND Attendance Data:

	% of attendance during academic year
SEND Students (107)	92.8%
EHCP (5)	94.1%

SEND Exclusions:

	Number of days fixed term Exclusions in the Academic year 2016-17 (Number of Days)
SEND with EHCP	0
SEND without EHCP	1 Pupil = 2 days

SEND Information Report prepared by
Steph Owen – Special Educational Needs Co-ordinator
1st October 2017