

	SEND Information Report 2023-24	
	Committee: Staff and Students Committee	
	Co-ordinator : Kirsten Robertson	
	Last Reviewed : Autumn 2023	Next Review : Autumn 2024
	Policy links to: <ul style="list-style-type: none"> • Accessibility Plan • Behaviour Policy • Equality Information and Objectives • Health and Well-being Policy • SEND Access Arrangements Policy • Teaching and Learning Policy 	

Section		
1	Aims	1
2	Legislation and guidance	1
3	Definitions	1
4	Role and Responsibilities	2
5	SEN Information Report	3
6	Monitoring arrangements	8

1. **Aims:**

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. **Legislation and guidance:**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions:

A pupil has SEN if they have a learning difficulty, SEMH or disability which calls for special educational provision to be made for them.

They have a learning difficulty, SEMH or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A SEMH need that creates a barrier to learning, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Review Process

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended legislation.

4. Roles and Responsibilities:

4.1 The SENCO is Miss Tanya Linsell.

She will:

- Work with the headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Liaise with the Pastoral Support Manager who is responsible for students with SEMH needs on the SEN register
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor is will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report:

The kinds of SEND that is provided for at St George's;

At St George's School, we believe that each young person can reach their potential. St George's currently provides additional or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.1 How does St George's know if a student need extra help and what should I do, if I think, my child may have special educational needs?

- The SEN Code of Practice states: "identification should include high quality formative assessment and a strong evidence-based approach".
- We have a robust transition process and work closely with the local primary schools to plan and support year 6 students with their transition to St George's.
- Students take Cognitive Abilities Tests in year 7. They are also tested for reading ability, reading comprehension, maths and spelling at the start of year 7. This information is then used to identify those students who require additional intervention.
- Students are referred by staff throughout the year and sometimes by parents. The SENDCo will then consult with staff, parents and the young person to agree the best way forward. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- Students are assessed before and after interventions, where possible, to measure impact.
- The number of students with social, emotional and mental health issues has increased considerably over recent years. We have access to a school counsellor to which students can be referred. The Pastoral Manager leads on SEMH and well-being at St George's, and can be contacted on:

lmccarney-redford@stgeorges.herts.sch.uk

- Where there is evidence of need, students are assessed by the Access

Arrangements Officer, Mrs FitzGerald, to see if they meet the requirements for Access Arrangements (extra time, etc.) and an application made to JCQ.

5.2 How will school staff support my child?

- The best support for all students, including those with special educational needs, is high quality classroom teaching.
- We know some children require additional support and this is provided in the classroom or through additional interventions that are accessed according to student needs.

5.2.1 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted to meet individual pupil's needs.

We will also provide the following interventions:

- Homework club
- Literacy Lead in SEND offering 1:1/ small group interventions
- Maths interventions
- Paired reading
- Study skills group
- Spelling club
- Counselling (where appropriate)
- 6th form support
- Exam access arrangements (where applicable)
- Time out card
- In class support
- Accessible toilets
- Enlarged resources
- ICT equipment including reading pens.
- Keyworkers where applicable.
- House Pastoral Assistants where applicable.

5.2.2 Assessing and reviewing pupils' progress towards outcomes

Progress is continually monitored by subject teachers, HODs, DOLs and the SENDCo. Students' attainment is tracked using whole school tracking systems and those that are not making expected levels of progress will be identified so that a plan can be put in place to support students.

Support will follow the graduated approach and the four-part cycle of assess, plan, do, review (APDR). ADPR is used to ascertain the level of support required and to monitor the impact of interventions. Students will be removed from SEN support if they have made sufficient progress, (including those that access SEMH support) hence numbers of students receiving SEN support fluctuates throughout the year.

Where the student has an EHCP, it will be formally reviewed at an annual review with parents and the young person, and any specialists as required. Our aim is for the review to be child centred and so they feel part of the process.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.2.3 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Support for students with access arrangements in exams.

5.3 How will I know how my child is doing?

- Parents are invited to attend consultation evenings and termly progress reports provide indicators on the progress your child is making.
- Parents of a child with an EHCp are invited to attend an annual review meeting.

- Parents are able to access their child's behaviour and achievement record electronically.

5.4 How will the school's approach to teaching and learning be matched to my child's needs?

- St George's uses teacher assessment as well as the results of any screening assessments in order to match provision to needs.
- Screening for Access Arrangements takes place from Year 9 onwards.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires /pupil voice
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Progress is monitored by the SENDCo at every 'data drop' and discussed at Line Management /HOH Meetings.

5.5 What support will there be for my child's overall well-being?

We provide support for pupils to improve their emotional and social development in the following ways:

- The student's form tutor is the first port of call for pastoral needs. If further support is required, the form tutor liaises with HOH/Learning Support / Student Services for advice.
- Students with SEN are provided with a quiet space at lunch if required.
- Students with SEN are encouraged to participate in a wide range of clubs to promote teamwork, friendships and help manage 'down time'.
- Attendance is centrally monitored and raised with the SENDCo/HOH/Pastoral Manager as necessary.

St George's has a zero tolerance approach to bullying of any kind.

5.6 What training have the staff, supporting children and young people with SEND, had or are having?

- The SENDCO holds the National Award for SEN Coordination
- All staff receive regular training and updates on key SEND students.

- Learning Support Assistants complete regular training on subject specific areas and/or areas of needs.
- The Learning Support Department works closely with external professionals and disseminates advice as appropriate.

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

We have 12 teaching assistants who are trained to deliver interventions such as literacy and numeracy interventions as well as supporting students in lessons. We also have a Literacy Lead in the Learning Support Department who is a qualified English Teacher with Speech and Language Training.

We work with the following agencies to provide support for pupils with SEN:

- The Links Education Outreach Centre – a specialist support worker gives both advice to staff and meetings with pupils. Areas that might need support are poor motivation; poor behaviour or help pupils manage their autistic spectrum learning profiles.
- Visual Impairment Adviser.
- Hearing Impairment Adviser.
- Speech and Language Adviser.
- Communication and Autism Team Adviser
- Education Psychology Service
- Autistic Spectrum Adviser
- Behaviour Support Team – to co-ordinate support for families when different issues are impacting on a pupil's learning.
- CAMHS – Child and Adolescent Mental Health Service.
- School Health Service
- Outside Counselling Service (e.g. Youth Talk)
- LINKS outreach
- Herts SEND team

5.8 How will you help me support my child's learning and how will I be involved in discussions about planning for my child's education?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support. Parents can contact their child's form tutor, HOH or the SENDCo, if they have any concerns. Students are informed and consulted to ensure they are happy with the support they are receiving.

5.9 How will my child be included in activities outside the classroom including school trips?

- * All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- * All pupils are encouraged to go on our residential trips.
- * All pupils are encouraged to take part in sports day/school plays/special workshops and inter-house competitions.
- * No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.10 How accessible is the school environment?

St George's is a well-established site that has been developed over many years, meaning some of our buildings are quite old. Whilst we do work regularly with relevant expert bodies, with the aim of making the school accessible to those with disabilities, some challenges due to the age and layout of the buildings do remain. However, we strive to overcome these barriers; for example, we have a lift installed that can provide access to classrooms in the Goddard block and have allocated accessible classrooms specifically to meet the needs of students. We have also improved the acoustics of some of our classrooms to support students with

APD/Hearing impairments. Additionally, we carry out a risk assessment of the site and gather student feedback with individuals to make any necessary improvements; for example, we recently installed a doorbell for Learning Support to minimise the number of times a student had to use the staircase.

Alongside carrying out risk assessments, we regularly have advisors from County visit to ensure that the accessibility needs of individual students are being met and we take on board their recommendations.

Whilst we continue to develop and improve our site, we do recommend that parents visit our site at our annual open evening to make their own assessment of suitability and to contact us directly to discuss any specific requirements.

5.11 Further Information and Complaints about SEND Provision

Further information can be sought from the following contacts:

SENDCO – Miss T Linsell tlinsell@stgeorges.herts.sch.uk

Assistant Headteacher - Mrs Kirsten Robertson

krobertson@stgeorges.herts.sch.uk

Pastoral Manager – Mrs L McCarney-Redford

lmccarney-redford@stgeorges.herts.sch.uk

Complaints from parents of children with SEND about the provision made at the school can be made in accordance with the school's complaints procedure which is available to read on the school website.

5.12 How will St George's support students moving between phases (transition) and preparing for adulthood:

We recognise that transition can be very difficult for children and young people and particularly for those with some aspects of SEND. We therefore take the following steps to make it as smooth as possible:

Transition from Primary School (KS2 -3)

- Contact made with previous school teacher/SENCo.
- Records gained

- All children invited to a transition day. Additional transitional visits are offered for those need it, of a programme of three visits:
- Visit 1 – to tour the school and meet the Learning Support Team/Keyworkers,
Visit 2 – to meet with the Head of House for Q&A
Visit 3 – the main transition day.
- The SENDCo may be invited to the EHCP review for Year 6 pupils.
- Parents of Year 7 are contacted in September.

Transition from KS3 to KS4 (GCSE Options)

- Options choices will be discussed with Year 9 students to discuss the best pathway.
- There is an options evening for all students.
- Students meet with Nicky Honeywell – Youth Connections Careers Advisor.
- Students with an EHCP will discuss options and the annual review with support from the Preparing for Adulthood (PFA) Officer from Hertfordshire County Council.

Transition from KS4 to KS5 (Sixth Form/College/Training Options)

- Option choices will be discussed with year 11 students to ensure the best pathway for them.
- There is an Options Evening for all parents.
- Careers guidance is available.
- Students are assisted with considering college courses and open days.
- Students with an EHCP will discuss options and the annual review with support from the Preparing for Adulthood (PFA) Officer from Hertfordshire County Council.

Transition from KS5 to Further study/employment

- Students are supported with considering Universities and with their UCAS applications.
- Students are supported with completing their UCAS applications.
- Students with an EHCP will discuss options and the annual review with support from the Preparing for Adulthood (PFA) Officer from Hertfordshire County Council.

5.13 How are the school's resources allocated and matched to children's special educational needs?

- Money is allocated for children in Hertfordshire mainstream schools, including those with SEN through the school budget.
- Support is planned according to student need, taking into account provision outlined in Education, Health and Care plans.
- We use our resources in a range of ways, for example, providing literacy support, keyworker support time and Learning Support Assistants.
- For students with significant and complex needs, the school can apply for top-up funding through the Local Authorities Local Higher Needs Funding stream.

5.14 How is the decision made about how much support my child will receive?

- This is dependent on provision outlined in Education, Health and Care plans or Personal Education Plans for Looked after Children,
- It is also related to prior attainment and rates of progress.
- Learning Support Assistant support and Interventions are prioritised for students who require more than high-quality classroom teaching.

5.15 How can I find information about the local authority's Local Offer of services and provision for children and young people with SEND?

This report should be read in conjunction with the Hertfordshire Local Offer, St George's SEND policy, Safeguarding and Child Protection Policy and Behaviour Policy, all of which can be read on the website or are available on request.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-localoffer.aspx>

6 Monitoring Arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7 Links with other policies and documents.

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- SEND Access Arrangements Policy
- Teaching and Learning Policy