

St George's School SEN Information Report 2018-2019

St George's School is a primary school with 114 pupils on roll. We have a graduated response to the children's Special Educational Needs (SEN). All children have their own individual learning needs which are addressed through quality first whole class teaching and differentiation based on prior attainment and learning style. In addition to this we also recognise and address more specific needs with appropriate interventions in and out of the classroom. Special educational needs are divided into four areas: cognition and learning; communication and interaction; social, emotional and mental health difficulties; sensory and/or physical needs.

What kinds of special needs are provided for at St George's?

The majority of children on our SEN register at St George's are on the SEN Support stage which means that their needs are met in school with some children having input from external services. We also have a small number of children with a higher level of need whose needs are met through an Education Health Care Plan (EHCP).

We regularly access support from the following services:

- Speech and language therapy services
- Occupational therapy services
- Hearing Services
- Educational psychologist
- Special Educational Needs Support Service (SENS)
- School Nurse Service
- Behaviour Support Services

How will the school identify and assess a child's needs?

After the parent/carer, the class teacher is usually the first to identify if a child is experiencing difficulties in their cognition and learning, communication and interaction, social, emotional and mental health or sensory/physical needs. The class teacher will discuss their concerns with the parent/carer. If a child is new to the school we will receive information and have discussions as appropriate with the previous setting.

If you -the parent/carer- believe your child may have a special educational need, you should speak to your child's class teacher or Mrs Westerman-Loe, the Special Educational Needs Coordinator (SENDCO).

Where SEN concerns have been raised the school has:

- Gathered information from parents/carers
- Considered information from the early years setting

- Considered records from a child's previous school
- Gathered information by speaking to the child's class teacher in their previous school
- Considered progress data which is added to our School Pupil Tracking system termly by the class teacher
- Considered baseline assessments for every child in Spelling which are carried out in the Autumn Term
- Considered baseline assessments in Reading for every child which are carried out in the Autumn Term
- Used observation by the teacher or SENDCO
- Considered end of Key Stage results
- Sought assessment from SENSS
- Considered observations and reports from Behaviour Support Services
- Made referrals to a GP/paediatrician
- Made referrals to speech and language therapy
- Made referrals to CAMHS (Child and Adolescent Mental Health Services)
- Consulted with the Educational Psychologist

What provision will the school make for a child with special needs?

- The class teacher will oversee, plan and work with each child with special educational needs to ensure that progress is being made. Good teaching provision in class for all pupils is known as Quality First Teaching which is part of the universal provision in The Core Standards.
- Each class has a teaching assistant who may work with your child either individually or as part of a group if seen as appropriate by the class teacher. This will be discussed at the support plan meeting with the class teacher and parent/carer.
- The school also employs a specialist SEND Teaching Assistant who works with individuals and groups across the school, in addition to the classroom Teaching Assistant.
- The school will bring in specialist staff such as SENSS, Hearing Support or Speech and Language teachers to meet the needs of individual children.

Who can I contact at the school to discuss special educational needs?

You should contact Mrs Charlotte Westerman-Loe (SENCO) through the school office. Please note that the SENCOs working days are Wednesday, Thursday and Friday.

office@bourton.dorset.sch.uk

Telephone: 01747 840409

What training have the staff had in relation to children with SEND?

All of our staff have attended safeguarding training.

Mrs Westerman-Loe (SENDCO) has the National Award for Special Needs Coordination.

Other staff training includes:

- ELSA (Emotional Literacy Support)
- Multi-agency working
- Writing support
- Behaviour management
- Supporting childhood bereavement
- Attachment disorders
- Understanding autism
- Use of radio aids
- Button feeding
- Supporting Anxious Pupils with ASD in the classroom
- Person Centered Review Facilitator Training
- Understanding Girls on the Autism Spectrum
- Developing social and friendship skills in pupils with autism
- Sensory processing and autism

When a child enters our school with needs that have not been encountered before, we will actively seek appropriate training and resources to meet their needs.

What equipment and facilities are there for children with SEN?

The school staff and governors are fully committed to inclusion for all children, making every effort to adapt provision so that all children can take part. From food allergies to overnight provision on residential visits, we find ways to make our curriculum accessible to all children.

Children with hearing impairment use equipment suitable to their individual need, such as hearing aids and radio microphones. Our staff are skilled in the management of this sort of equipment.

We are very well resourced for the delivery of programmes such as Learn to Move, Speech and Language support and interventions to support Reading, Writing and Maths.

Children needing to use ICT equipment can access our ipads, laptops and netbooks through our wireless network.

We have accessible toilets but currently no showering facility on the school site.

How will parents/carers and children be consulted about and involved in the education of a child with special educational needs?

- We follow an Assess, Plan, Do, Review format that involves staff, parents and children so parents/carers should be fully aware of their child's progress and support that can be given. You will have the opportunity to meet with your child's class

teacher on a termly basis to review where your child is and plan the next steps in their learning.

- We offer an open door policy, where parents/carers are welcome at any time to make an appointment to meet with either the class teacher or SENDCO to discuss how the child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between home and school therefore we aim to keep communication channels open and communicate regularly.
- Specific children may benefit from a home/school link book which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.
- If your child has more complex needs they may have an Education Health Care Plan (formerly called a Statement of Special Educational Needs.) In this case a more formal meeting, which may involve outside agencies, will take place annually to discuss your child's progress and a report will be written. Your child's views will be sought before any such meeting so that they can contribute to the report.

What should a parent or carer do if they have a concern or complaint about special needs provision at the school?

In the first instance you should discuss the issue with your child's teacher. If this doesn't resolve the issue, or if you feel it needs to come straight to the Senior Management team, you can make an appointment to meet with the SENDCO and/or the Headteacher. Following this meeting, you can make a formal complaint to the Governing Body by following the complaints procedure available from our school website or the school office.

Who else might be involved in supporting a child with special educational needs?

We work with a wide range of Special Educational Needs services across Dorset, Wiltshire and Somerset. There is a list at the top of this document. Some services are accessed by the school, while others become involved through referral from your GP. We will help you to access the services that will be most effective in supporting the needs of your individual child.

Which support services are available to parents and carers of children with special educational needs?

- North Family Partnership Zone (01305 224310)
northfamilypartnershipzone@dorsetcc.gov.uk

- Dorset Special Educational Needs Information, advice and support service (SENDIASS) sendiass@dorsetcc.gov.uk 07748624609
- Dorset Parent Carer Council: www.dorsetparentcarercouncil.co.uk
dpcc@dorsetparentcarercouncil.co.uk
07827 793244

How will the school support a child with special educational needs as they transfer into the next phase or stage of their education?

We understand that, for some children, change can be difficult so there are many ways we endeavour to support your child to enable this transition to be as smooth as possible:

- New Reception children are invited into school to meet with the class teachers and teaching assistants in the summer term before they are due to begin. The Reception class teachers liaise with our local Early Years settings to ensure each child's needs are understood. The school invites all new reception parents to a meeting with the Reception Class staff and Headteacher during the Summer term before they begin school. The Headteacher can also meet with parents individually to discuss a child's particular needs as appropriate. The SENDCO will meet with all new reception children during one of the afternoon introduction sessions and parents as necessary.
- Each year, in the summer term, class teachers meet to hand over appropriate information about the children moving from their class. This hand over includes the support plan drawn up by the current teacher so that this is in place at the very start of the new academic year with the new teacher. This ensures continuity of support for your child.
- We have good links with our local secondary school, Gillingham School. To support transition, each summer term, if appropriate, Mrs Westerman-Loe (SENDSCO) and Mrs Seldon (Gillingham School SENDSCO) meet to discuss children and hand over relevant reports. For children who may find transition more challenging Mrs Westerman-Loe will discuss with parents the benefits of joining the transition project run by Gillingham School. This enables children to visit the school as a small group regularly throughout the summer term. All Year 6 children due to attend Gillingham School are invited to an open evening with their parents in Autumn Term and a transition day in July. We have good links with other local schools and have supported transitions to a number of schools including Sexey's, Bruton and King Arthur's, Wincanton all of which have their own transition days.

The SENDSCO has regular meetings with all of the SENDCOs in GASP (Gillingham Area Schools Partnership) which includes our local secondary school, Gillingham School.

How can I access the local authority's local offer?

Dorset County Council's local offer can be viewed at [Family Information Directory](#) or through the link on the school website <http://bourton.dorset.sch.uk>