

2024

SEND Information Report



In everything we do today, we're following Jesus and his way."



<p>What types of SEN do we provide for?</p>	<p>As an inclusive school we endeavor to make provision and adaptations for children with a range of SEND. We aim to meet the needs of pupils with:</p> <ul style="list-style-type: none"> • Moderate learning difficulties • Children that need support with social, emotional, mental health and behavioural difficulties • Physical disabilities • Visual and hearing impairments • Complex health needs • Speech, language and communication difficulties, including Autism. • Specific learning difficulties
<p>How do we identify and assess pupils with SEN?</p>	<p>Before starting at St. George's children and parents/carers are invited to pre-school Stay and Play sessions in July to meet the teaching teams. The SENCo is Mrs J. Burke. Visits to nursery/pre-school settings where children who have been identified with SEND needs are made prior to them starting at St. George's. All children are visited at home by their class teachers and nursery nurses. These visits provide an opportunity to discuss any concerns you may have about your child. Pre-schools are encouraged to hold a transition meeting for children entering the school and it is here that information is shared. Our aim is to identify children with a special educational need or disability as early as possible. Children entering our reception classes are assessed using a baseline assessment tool and on-going teaching team observation. Consistent and continuous measurable assessment takes place across the school from which we track and identify children who are not making expected progress or for whom we have a concern. Regular Pupil Progress meetings are held with teachers and members of the Senior Leadership team to review progress of all children; any children who are experiencing difficulties are identified and ways of supporting them are discussed. The school will carry out</p>



further investigations, which may involve observations or specific assessments. Following discussion and agreement with parents, interventions/support programmes are then implemented and monitored to ensure that the child meets the targets to address any area of difficulty.

At St. George's, we have developed a whole school approach to SEND. This involves working closely with parents. Sometimes, the first signs of difficulty are picked up through conversations at home so parents are always welcome to raise concerns about a child with their child's class teacher, phase leader or SENCo at any time. This does not only apply to Reception parents, but parents of children in any year.

Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings
- In school - staff observations, assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools

Staff and parents can raise concerns about a child with the SENCo at any time. Based on the school's observations, tracking of assessment data, progress after interventions and a discussion between the class teacher and SENCo it will be decided what type of support will be required. This may include:

- Quality first teaching strategies and resources for support in class
- Differentiated curriculum support strategies for SEND in class
- Access to additional interventions for SEND

Parents are consulted and will be informed of the provision in place as well as ways in which they can support at home.

If you are a parent of a child that is still at pre-school/nursery, talk to the staff there that can help you look at any issues and make links with St. George's to



	<p>help prepare for their Reception year. Prospective parents should contact the SENCo by telephone or email to arrange an appointment should they have any specific concerns.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>SENCo – Mrs. J. Burke Telephone 0208 363 3729 Email – senco@st-georges.enfield.sch.uk</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>St George’s has an ethos which promotes inclusion. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. The school ensures access to a broad and balanced curriculum (including Early Years and National Curriculum) in the following ways:</p> <ul style="list-style-type: none"> • Staff have awareness of teaching and learning styles. • Staff use a variety of teaching strategies including different levels of differentiation to access classroom learning and a parallel curriculum where required. • Flexible employment of support staff e.g., individual support, group support, in class support and withdrawal intervention programmes. • Variations in expectations of achievement for individual children. • Classrooms are Dyslexia friendly and Autistic spectrum disorder friendly e.g., the use of visual timetables and coloured overlays where necessary. • The school takes all reasonable steps to modify/adapt the learning environment (including educational visits) to meet the individual needs of the children.



	<p>Teachers plan lessons according to the specific needs of the children in their class and ensure that tasks are adjusted to best facilitate learning; this may be through differentiation, small group work or through 1 to 1 support. Teachers use different grouping methods and activities carefully matched to pupils' abilities and marking always supports the next steps in learning. Learning opportunities are differentiated to support the needs of the class, including those pupils with SEND and those pupils who are more able. Lesson plans are adjusted to enable curriculum access and independence through assessment for learning. Some pupils are supported by Learning Support Assistants (LSA) either in the class or outside. We encourage all pupils to work independently through the use of resources suited to their different learning styles. Where a pupil has significantly greater needs, a personalised approach is used which entails greater differentiation. The SENCo will work closely with class teachers to support this seeking advice from outside agencies where necessary.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>The school provides targeted interventions and tailored support to meet the individual needs of the children. These are outlined in a provision map. Those children who require higher levels of support have additional access to support staff and may have an individual support plan (IEP).</p> <p>A number of intervention programmes are used at St. George's these include:</p> <ul style="list-style-type: none"> <i>Number Crew</i> <i>Beanstalk Reading</i> <i>Dive into Reading</i> <i>Lifeboat</i> <i>SWERRL Intervention</i> <i>Word Shark</i> <i>IDL (Dyslexia) – Literacy</i>



	<p><i>IDL – Maths</i> <i>Language for Thinking</i> <i>Speech and Language Advice and Recommendations</i></p> <p>The impact of these intervention programmes is monitored through assessments that are relevant to the intervention programme. Where intervention programmes take place, assessments are always made before and after, in order to measure the impact.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Children with SEND have access to all activities and educational visits including residential visits. For some children, additional support and/or alternative travel arrangements may be required e.g., an additional member of staff or parent present. An individual risk assessment may be carried out if required. School staff will discuss arrangements with parents of children with SEND for activities and educational visits if alternative arrangements are to be put in place. Access arrangements are made and preparation begins well in advance for some pupils. This might include the use of visual support and social stories. Classes or groups travel with appropriate staff/pupil ratios, including parents/carers where necessary. The SENCo may also be consulted for advice on supporting children with SEND to have access to activities or educational visits.</p>
<p>How do we consult with the parents of children with SEN? How do we involve pupils with SEN in their education?</p>	<p>Parents/carers are actively encouraged to be partners in their child’s education, working with the class teacher to solve any problems and to plan targeted support and teaching strategies. This will take place through informal discussions, telephone conversations, home/school communication book, shared individual education plan (IEP) meetings*, Educational Health and Care Plan (EHCP) review meetings, parent consultation meetings and annual written reports.</p> <p>* If your child is on the SEN register, you will be invited to an IEP review meeting with your child’s class teacher once a term.</p>



Parents have two consultation meetings with their child's class teacher. These are generally in October and March. Parents can request to meet the SENCo any time. At these meetings, the child's attainment and progress will be discussed as well as any additional support in place for them.

Parents are regularly invited to Curriculum information sessions. A Story Café for pupils and parents of KS1 children and Maths Café for Year 3 are regular features.

Whenever possible the 'voice' of our pupils is actively encouraged to be part of all decision making. Staff support this process and children are on occasion included in meetings when appropriate to gauge their response and ideas to what is best for them in school.

What is an EHCP?

The EHCP (Education Health and Care Plan) has replaced the Statement of Special Educational Needs (SEN) and the Learning Difficulties Assessment (LDA).

An EHCP is written in partnership with the parents of the child. It describes the additional specialist support the child requires in order to meet their outcomes. The EHCP will assess and consider the child's education, health and care needs. Before the EHCP is written, professionals will involve parents/carers in assessing the child's needs.

If we think the child should be assessed for an EHCP we will contact parents to discuss our concerns. All children, regardless of SEND, are aware of the next steps in their learning. Children with SEND have additional outcomes that are shared, discussed and worked upon with all members of staff who are providing their additional support. The system puts the views, interests and aspirations of the child (and parents) at the centre of discussions regarding support.



	<p>If we think the child should be assessed for an EHCP we will contact the parents to discuss the process in more detail. For more information on EHCPs, see the Enfield Local Offer.</p> <p>What happens if my child has an EHCP? Your child will have identified needs and an EHCP in place. We will be constantly reviewing your child's progress as per the assess-plan-do-review cycle. In addition to the IEP update meetings, pupils will have an Annual Review of their progress and needs. This comes in the form of written reports from class teachers and support staff in advance of a specially arranged face to face meeting between parents, staff and other professionals working with your child and where appropriate your child too. During this meeting, everyone has the chance to express their views about the progress being made and the provision they are receiving at school.</p>
<p>How do we assess and review pupils' progress towards their outcomes? How do we evaluate the effectiveness of our SEN provision?</p>	<p>At St. George's, we follow a cycle of Assess → Plan → Do → Review when supporting children with SEND or if we suspect a child may need extra support. This means that we carefully arrange provisions to support the child's progress and frequently review these. This is a collaboration between the child, parents/carers, the school and any specialist external support that may be needed.</p> <p>Progress is measured by how much the child improved from their starting point and also by comparison with age-related expectations. Scholar Pack, the school's data-tracking system, used by teachers, allows them to monitor pupil performance. It is important for staff and parents to recognise the progress the children make from their personal starting points and previous year markers.</p>



	<p>Regular pupil progress meetings are held within phases and then shared with SLT.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Transition is very important for pupils with SEND. Where a pupil with SEND is joining the school, the SENCo will try to visit the pupil in their current setting (pre-school or primary school) and if possible, at home.</p> <p>Transition visits to the school are encouraged and will be arranged with parents and the school or pre-school. Some pupils who require visual support will be given a transition book with photos of relevant people and of places in the school that they will spend time in.</p> <p>At the end of the summer term, teachers are given hand-over time to discuss their new class with the current class teacher; a class file is maintained to aid the transition process. Social stories are also used to support children with ASD with transition. These include pictures/photographs with short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.</p> <p>When pupils with SEND leave the school, the SENCo will arrange a transition meeting with the new school in order to hand over any relevant assessments and information. This meeting may include parents, depending on the needs of the child.</p> <p>Our pupils with SEND transition to both mainstream and special schools depending on their needs and the wishes of their parents. Some children are educated in different year groups. Occasionally pupils with SEND leave the school before they reach Year 6; this is usually to go to a school that is more suited to meet their SEND. In such cases, the SENCo would liaise with the parents and external agencies to support with finding the most appropriate onward placement. The arrangements for transition would be as for those who leave at the end of primary school.</p>



<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Our school motto is: In everything we do today we are following Jesus and His way. Our pastoral support for all children is built upon this motto. A member of the SLT is on duty each day and there are play leaders in both our infant and junior playgrounds to support and provided resources for active play. Support is in place for developing social skills including dedicated Social Skills groups supported by our teaching assistants (TA).</p> <p>Our Welfare Assistant manages the administration of medicines and may support with personal care if required. A Care Plan is written for pupils, with the support of our School Nurse, where medical needs are significant. This is shared on a need-to-know basis. Dietary needs are also taken into consideration.</p> <p>All pupils are encouraged to speak to an adult in school if they are worried about something. For pupils with behavioural difficulties, we work in close partnership with parents to draw up behaviour support plans. With parental permission, we may refer pupils to the SWERRL and/or the Child and Adolescent Mental Health Service (CAMHS), if required. Advice from outside agencies is followed closely in order to avoid exclusions. Pupils who are at risk of exclusion have a pastoral support plan which is drawn up in a multi-agency meeting and regular team around the family reviews are held.</p> <p>The school has an Attendance Officer who monitors pupils' attendance and raises concerns with the Senior Leadership Team about persistent absences and/or punctuality. These are followed up by a letter to parents and close monitoring for improvement. The school has access to the Education Welfare Service for concerns about attendance.</p> <p>Children are encouraged to contribute their views. This can be done through the School Council representative in each class.</p>



	<p>School works in partnership with My Young Minds Enfield (MYME) who deliver a variety of support for mental health and wellbeing. This includes workshops, small group intervention for specific areas of anxiety and individual work with families. The also run coffee mornings for parents.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Training on SEND is delivered to whole staff as required and staff can request training that is relevant to their needs of pupils in their class at any time. The school buys in to the Local Authority (LA) school improvement service training package for SEND.</p> <p>As the School Improvement Plan is rolled out, policies are reviewed and new training is delivered for Continued Professional Development, including matters for inclusion. Teachers and assistants are given opportunities and access to training provided by the Local Authority (LA), in line with the School Improvement Plan.</p> <p>Individual members of staff have attended training in the following areas:</p> <ul style="list-style-type: none"> • Visual impairment in the classroom and how to support • Hearing impairment in the classroom and how to support • Autistic Spectrum Disorder and strategies to support in the classroom • Approach Training • Positive behaviour management • Dyslexia • Practical strategies for Maths for learners with learning difficulties in Maths • Tiger Team intervention training • 1st class@ number intervention training • LASS (Language Acquisition and Social Skills) training • SENCo Conference and network meetings • Cognitive Behavioural Training • First Aid • Virtual School (Adoption)



<p>How will we secure specialist expertise?</p>	<p>The school has access to the following services from the Local Authority:</p> <ul style="list-style-type: none"> • Educational Psychology Service (EP) • Speech and Language Therapist (SALT) • SWERRL (Emotional Resilience) • Child Development Team (CDT) – for pupils up to age 6 • Child and Adolescent Mental Health Service (CAMHS) • Education Welfare Officer (EWO) for attendance and punctuality concerns • Social Services • School Nurse • Early Years Social Inclusion (EYSI) • Occupational Therapy Service (OT) • Physiotherapy Service • Local Authority SEN advisory service • Enfield Advisory Service for Autism (based at Russet House) • Haringey teachers for the deaf (TOD) • Joseph Clarke Service for the Visually Impaired <p>Please note that for your child to be seen by one of these services, a referral must be made. The decision to make a referral to an external agency is made by the SENCo, in consultation with parents and key members of staff.</p>
<p>(How will we secure equipment and facilities to support pupils with SEN?</p>	<p>At St. George's, the budget for SEND is spent according to level of need. Additional funding for specialist equipment to necessitate learning is applied for in accordance with the suggestions from the appropriate outside agencies. The SENCo, in consultation with the class teacher, decides what type of support and how much of it is required. These decisions are based on the child's needs, staff resources and providing a balance between withdrawal support and in-class learning.</p>



	<p>Parents are informed of the interventions their child has access to and additional support that is in place on their child’s IEP. The impact of these interventions is monitored through regular assessments and the IEP is reviewed termly. Pupils who have an EHCP will also have an annual review to review the objectives and type of provision required</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>If you have a concern or complaint about the provision your child is receiving, please contact the Headteacher (Mr. P. O’Rourke). Your comments can also be forwarded by letter that can be directly passed to the Governing Body. The matter will then be fully investigated and the Chair of Governors will contact you.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Parents who have a concern about the provision for their child are encouraged, initially, to speak to the class teacher. If the concern is on-going, an appointment can be made to see the Phase Leader and or SENCo. If the issue is not resolved at this level, an appointment can be made to see the Head Teacher or Deputy Head Teacher. Should the issue remain unresolved the parent would be directed to the school’s complaints procedure.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families? What support services are available to parents?</p>	<p>Enfield Local Authority – Local Offer www.enfield.gov.uk/SEND</p> <p>Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers. Tel: 0208 373 2700; email; enquires@enfieldparents.org.uk</p> <p>ConnectEd North Family Service – therapeutic support for children and families (Catholic Children’s Society – Westminster) www.ccsconnected.org.uk – email info@ccsconnected.org.uk Tel :0208 883 7826</p>



	<p>Our Voice – a parent led organisation seeking to improve services for children with disabilities in Enfield. Tel: 07516 662 315 - email: info@ourvoiceenfield.org.uk</p> <p>Community Parent Support Service – available to all families living in Enfield. Works with parents of children aged 0-18 years dealing with concerns and issues before they become a problem. Tel: 020 8372 1500</p> <p>Adoption North London (ANL) www.adoptionnorthlondon.co.uk – email info@adoptionnorthlondon.co.uk Tel:0800 694 0101</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Enfield Local Authority – Local Offer www.enfield.gov.uk/SEND</p>