

SEN Information Report

St George's Academy

November 2018

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Professionals who support children with special educational needs/ and or disabilities (SEND) within the Academy

There are a number of experienced professionals working to support your child here at St Georges Academy. All of the professionals are available to meet with you to discuss any concerns you may have. Should you wish to contact anyone working with your child please call the main school reception on 01529 302487 or email stga@st-georges-academy.org.

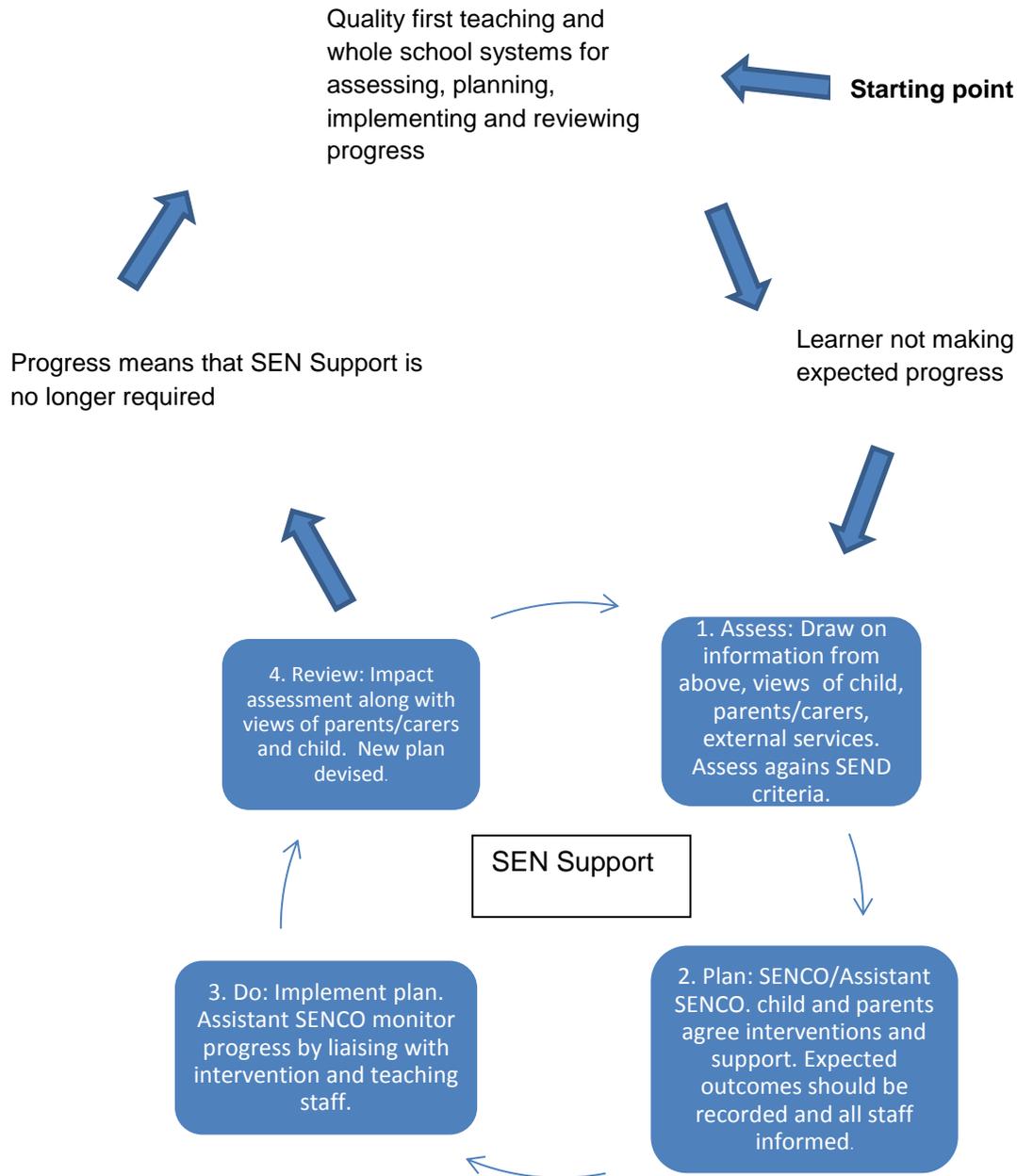
Each person working with your child has a specific role to fulfil:

Class/Subject Teacher	Responsible for ensuring all students have access to good/outstanding teaching and that the curriculum is adapted to meet each individual student's needs (differentiation).
Form Tutor	Responsible for ensuring all students in their form receives the correct guidance and pastoral support to make good academic progress. Form tutors also teach Lifeskills lessons which seek to improve social and emotional development.
Head of Year	Responsible for ensuring your child receives the correct pastoral support to make good academic progress.
Special Educational Needs Co-Ordinator (SENCO): Mrs R Sanderson National Award for SEN Coordination (Northampton University) Assistant SENCO : Mrs A Walker	Responsible for: <ul style="list-style-type: none"> • Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be fully included within Academy lessons and make good progress. • Ensuring that all staff working with your child are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and individually planned work and resources. • Ensuring that the Academy's SEND Policy is followed in all classrooms and for all the pupils with any SEND. • Coordinating all the support for children with SEND and or disabilities, in line with the SEND Policy to make sure all children get a consistent, high quality response to meeting their needs.
The SENCO ensures that you as a parent are: <ul style="list-style-type: none"> • Involved in supporting your child's learning • Kept informed about the support your child is getting • Involved in reviewing how they are doing and be part of planning ahead for them. • Liaising with all the other people who may be coming into the Academy to help support your child's learning e.g. Speech and Language Therapy and the Educational Psychology Service. • Updating the Academy's SEND register (a system for ensuring all the special educational, physical and sensory needs of pupils within the Academy are known and understood) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the Academy so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the Academy. 	

<p>Teaching Assistants (TA) Learning Support Assistants (LSA)</p>	<p>TAs and LSAs work with the class teacher to identify areas of support for students with SEND. Their main priorities are to support students to access the curriculum and to empower students to develop effective strategies that enable them to become independent learners. They support the implementation of differentiation and specialist support strategies in the classroom and keep students focused on learning activities during lessons. TAs and LSAs also provide support to improve social and emotional development through both formal intervention and through the named TA role.</p> <p>All TAs and LSAs are required to attend all training opportunities related to SEND and differentiation. Most TAs and LSAs are classroom based practitioners; however, some are specially trained and are able to deliver specific SEND programmes outside of the classroom.</p>
<p>Vice Principal in charge of inclusion Mrs J Steward</p> <p>Assistant Vice Principal in charge of the pastoral team (Ruskington campus) Mrs A Dawson</p>	<p>Responsible for the day to day management of all aspects of the Inclusion/pastoral support department, including the support for children with SEN and/or disabilities.</p>
<p>Principal Mr W Birks</p>	<p>Responsible for the day to day management of all aspects of the Academy including the support for children with SEN and/or disabilities. He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. Also responsible for ensuring the SENCO role is delivered in accordance to statutory guidance and in line with the Academy policy And ensuring that the Governing Body is kept up to date about any issues in the Academy relating to SEND.</p>
<p>SEND Governor Jenny Harman</p>	<p>Responsible for making sure that the Academy has an up to date SEND Policy and that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all children currently in attendance. The SEND Governor is also responsible for making sure that the necessary support is made for any child who attends the Academy who has SEN and/or disabilities and for making visits to understand and monitor the support given to children with SEND in the Academy and being part of the process to ensure your child achieves his/her potential.</p>

What are the different types of support available for children with SEN and /or disabilities in this Academy?

SEN support will be provided using a “Graduated Approach”. The approach will follow the following four part cycle Assess, Plan, Do, Review



Should this cycle not work and we feel extra input is needed then we would refer to County for and educational needs assessment and if it is found to be necessary an Education, Health and Care Plan (EHCP) would be written. Those children who have statements/EHCPs will be looked after by the SENCO and any reviews will be held with the parents/carers and the child present. The requirement is that this is a person centred, multi-agency meeting and will need careful recording and monitoring as these are, as statements are, legally binding documents which the school has a duty to deliver.

Students will get support that is specific to their individual needs. This may be all provided by the Subject Teacher or may involve:

- Other staff from within the Academy
- Staff who will visit the Academy from the Local Authority central services, such as the Sensory Education Support Team (SEST)
- Staff who visit from outside agencies such as the Speech and Language Therapy Service (SALT) or Occupational Therapy Service (OT).

We also work with

- Educational Psychology Service
- Social Services
- Team Around the Child Coordinators
- Early Help Workers
- The Working Together Team (Autism Outreach)
- Sensory Education Support Team (SEST)
- Youth Offending Team
- ABCDyslexia
- Healthy Minds
- Dyslexia Outreach
- ECLIPS team (Speech and Language)
- CAMHS (mental health team)
- School Nurses
- ESCO
- NHS Physiotherapy Services
- CandleAAC
- Stonewall
- Bridge House School
- St Francis School Outreach Support
- SEND Team (Lincolnshire County Council)
- LAC Team (Looked After Child Teams – Lincoln, Norfolk, Cambridgeshire and Nottingham)
- Virtual Schools - Looked After Child Education Team
- Pilgrim School
- Dr Rebecca Docherty – Educational Psychologist
- Grief and Loss Counselling
- The Acorn Free School

Types of support provided in response to the Code of Practice (the document that schools use to plan their SEND input).	What would this mean for your child?	Who can get this kind of support?
Class teacher input via good/outstanding classroom teaching.	<p>This means that the teacher will have the highest possible expectations for your child and all students in their class. All teaching is based on building on what your child already knows, can do and can understand. Teachers will be putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things such as using more practical learning or providing different resources adapted for your child. Teachers will also put in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</p> <p>This is known as wave one intervention.</p>	All children at the Academy receive this
Specific small group work or one to one intervention	<p>This group may be facilitated by a, Teacher or Higher Level Teaching Assistant who has received specific training. This intervention means that the student has been identified as requiring additional support in the Academy as part of our normal monitoring process. The class teacher and SENCO monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make the required progress. Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress.</p> <p>Support is offered in mainstream classes, in small withdrawal groups and on a one to one basis. These interventions will follow the Assess, Plan, Do, Review Cycle. Intervention impact will be evaluated to feedback into the analysis of the students' needs.</p>	Any student who has specific gaps in their understanding of a subject/area of learning. Students

If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the Academy in enabling your child to make progress. Before referrals are made you will be contacted to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the Academy to refer your child to a specialist professional.

Types of support provided in response to the Code of Practice (the document that schools use to plan their SEND input).	What would this mean for your child?	Who can get this kind of support?
<p>Specialist assessments run by outside agencies e.g. Speech and Language therapy or Occupational therapy. These are what we refer to as wave two and three interventions. We also work with Local Authority central services such as the Social Communications Outreach Team or Sensory Service (for students with a hearing or visual need) or the Educational Psychologist. This will help the Academy and yourself to better understand your child's particular needs.</p>	<p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them more appropriately • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by the Academy under the guidance of the outside professional e.g. a social skills group or circle of friends • Group or individual work with outside professional <p>These professionals can guide the Academy to allowing up to 15hours per week individual or small group support for your child.</p>	<p>Students with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups</p>
<p>Specified Individual support for your child of more than 15 hours in the Academy and highly specialised interventions are usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 15 hours a week), which cannot be provided from the resources already delegated to the school</p>	<p>Usually, if your child requires this high level of support they may also need specialist support in Academy from a professional outside the Academy. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as Specialist Social Communication (including Autism) Outreach Team or Sensory Impaired Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and/or CAMHS (Child and Adolescent Mental Health Service) 	<p>Students with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups and for whom 15hours support is not sufficient to meet their needs.</p>

Education Health and Care Plans (EHCPs)

The Academy (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based local Offer website:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/thelocal-offer/>

After the request has been sent to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the Academy to continue with the support in place.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in Academy to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the Academy to continue with the support through the Graduated Approach and also set up a meeting at the Academy to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. They may specify an additional adult who may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Staff Training: How are the adults working at St Georges Academy helped to work with children with SEND and what training do they have?

The SENCO's job is to support the class teacher in planning for students with SEND.

The Academy has a Development Plan, including identified training needs for all staff to improve the teaching and learning of students including those with SEND. This may include whole Academy training on SEND issues or to support identified groups of learners in school, such as ASD, Dyslexia, differentiation, etc. The SENCO runs Learning Community groups which focus on teaching children with SEND and as an Initial Teacher Training centre we ensure that all staff we are training receive the best possible education with regards to SEND.

The TAs undertake a compulsory twilight training programme to ensure that they have the best and most up to date information. We also receive training from the Specialist Social Communication Outreach Service, Sensory Education Service, CAMHS and the School Nursing Team.

We also have student specific training on moving and handling, AAC use, feeding and personal care.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the Academy please speak to the SENCO.

Monitoring student progress: How do we measure the progress of your child and how we keep you informed?

Your child's progress is continually monitored by the subject teacher. Subject teachers will set subject specific targets differentiated to the students' individual needs. His/her progress is reviewed formally every term. For KS3, a National Curriculum Level is assigned to indicate the current level and predicted levels. For KS4, GCSE grades indicate the student's current and predicted level.

Individual Support Teachers also use reading age and spelling age test results. We also have a standardised scoring system by which we test general aptitude and progress.

Interim grades will be sent to you termly informing you of attainment and effort levels. You will also be invited to an annual parents evening in which you will have the opportunity to speak to all of your child's individual teachers. Each child in the Academy also receives an annual report written by their teachers.

The progress of a student with a Statement of SEN/ EHC Plan is formally reviewed at an Annual review with all adults involved with the child's education. The SENCO will monitor your child's progress within any individual or group provisions that they take part in. You will be invited to meet twice a year for a review to set more specific targets for students aimed at addressing specific areas difficulty or concern.

How will St Georges Academy let me know if they have any concerns about my child's learning in school?

St Georges Academy has robust measures for tracking student progress. When classroom teaching is not meeting the needs of a student, the teacher will raise this with the Head of Year who will look at your child's attainment across the curriculum. If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group, and will inform you.

If your child is still not making expected progress we will discuss with you:

- Any concerns you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together, to support your child at home/school.

Should you have any queries about your child or if you feel there are issues please make contact via your child's form tutor in the first instance. They know your child well and see them every day. They will then put you in touch with us if they feel that further investigation/intervention is required.

Differentiation: How will the teaching be adapted for my child with learning needs or SEND?

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to what is on offer. Class Teachers plan lessons according to the specific needs of the individuals in their classes, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

How will we support your child when they are new to our school, moving classes or leaving the Academy?

We recognise that 'moving on' can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible.

When a year 5 student is beginning to choose a secondary school we will invite you and them to visit us, have a look around and speak to staff. If other professionals are involved, a Team Around the Child (TAC) meeting, or an Annual Review will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. We may suggest adaptations to the settling in period to help your child to settle more easily.

When places are confirmed you will be invited to visit us on Year 6 parents' evening, held in July, and Year 6 Induction days, also held in July. We may arrange additional visits to the school for students who may have difficulty making the transition. This will be discussed with you. There will also be an additional transition day for identified vulnerable students.

Our SENCO or a member of the SEND Team will visit your child in their primary school. Where students are 'Looked After' or have a Statement/EHCP, we will attend the Year 6 ePEP or Annual Review.

When students begin at the Academy the SENCO/ Subject Leader/ Class Teacher will pass information on to the new subject teachers and form tutors via our online computer systems. Students receiving wave 2 and 3 interventions will have individual support plans (ISPs) which are shared with staff. The ISPs outline the student's specific areas of difficulty and recommended strategies for support. All staff are able to access the school data base to gather appropriate information to aid classroom support.

For those students for whom the transition is especially difficult we have a supported transition group in year 7 from September 2015. This will offer a more nurturing and supported transition to secondary school and will focus on increasing numeracy and literacy skills. If we feel your child is suitable for this it will be discussed with you at the year 6 parents evening.

When students move on from us we will work with any new schools/providers to ensure the transition is as smooth as possible. We can be contacted by the new school for discussions about specific support. We will make sure that all records about your child are passed on as quickly as possible and we will provide evidence of additional classroom or exam based support when needed. If your child has a statement or EHCP then we will arrange further transition visits and review meetings to ensure that all of the relevant support is in place.

What support do we have for you as a parent of a child with SEND?

The SENCO or Student Progress Managers are available to meet with you to discuss your child's progress or any concerns/worries you may have. All you need to do is make an appointment. We will ensure that all information from outside professionals will be shared with you in person or via a written report. The SENCO will share any new assessments and support strategies suggested by outside agencies with you and will be notified when new support measures are implemented and invited to discuss these with the SENCO. If the interventions are departmentally based then the Head of Department will contact you directly.

It is very important that we work together to ensure your child's success. Please let us know if anything changes at home, if homework is too difficult or about effective strategies that support your child in the home. This can support the Academy to help the student transfer appropriate effective strategies into the classroom.

In addition: If your child is undergoing Statutory Assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process and that you get all the information and support you require.

How is extra support allocated to children and how do they move between the different levels?

The Academy budget, received from Lincolnshire LA, includes money for supporting children with SEND. The Principal decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently at the school.

The Principal and SENCO discuss all the information they have about SEND in the school, including:

- Students getting extra support already
- Students needing extra support
- Students who have been identified as not making as much progress as would be expected.

A decision is then made about existing and new resources, training or support for the school. All resources, training and support are reviewed regularly and changes made as needed.

If a child needs to move between the levels it would be discussed via the Plan, Do, Review system detailed on page 4 of this document. If any child is identified as not making as much progress as would be expected then a meeting would be arranged with the SPM or SENCO to discuss this. The plan would then be put into place and a further review take place. If, after the review, the plan did not work as effectively as hoped then a step-up in support may be required. If the student then makes the required progress it would be appropriate to either formalise the support with an EHCP or drop the support down to the previous level.

How have we made St Georges Academy physically accessible to children with SEND?

At St Georges Academy we pride ourselves on the accessibility of both our campuses. We undertake a standard accessibility plan which is reviewed annually or whenever a student with specific needs joins us. We have lift access to all floors of all buildings, disabled toilets and specially fitted out hygiene suites for personal care. We ensure that equipment used is accessible to all children regardless of their needs and order specialist equipment when needed. We also work closely with the St Francis School outreach team who ensure that we are providing the best possible care for children with disabilities. We also work with the sensory support service and provide training for all staff on teaching visual and hearing impaired children. The Occupational Therapy, Physiotherapy and Speech and Language Therapy services also work within the school and we can provide intensive programmes when needed.

As an Academy we also have BSL trained staff and staff trained in moving and handling, use of adaptive technology and staff trained in gastrostomy feeding techniques.

We also have specially trained staff who can modify exams, scribe and read for students who are unable to do so for themselves thus ensuring they have the best possible chance to show their learning in their examinations.

How is the emotional and social development of children and young people with special educational needs supported and improved?

- Named TAs are identified for children who need emotional support
- We have TAs trained in CBT and counselling
- We are implementing the ELSA program from Feb 2017
- We work closely with the Working Together team to support students with social communication difficulties and run a number of social time clubs and interventions.
- We work closely with our Leicester Street Provision to ensure all emotional needs are met

How can I let the college know I am concerned about my child's progress at the Academy?

If you have concerns about your child's progress, you should speak to your child's Form Tutor in the first instance. If they feel it is not something easily dealt with then the Head of Year will be in touch with you. The Head of Year then then decide if they feel a meeting with the SEND team is necessary.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak directly to the SENCO or assistant SENCO.

Frequently Asked Questions

- My child is having problems with learning. How do I find out what his/her particular difficulties are?

There are several options open to you. We recommend that you discuss the difficulties with the Subject Teacher or Head of Year in the first instance. Alternatively, you can contact the SENCO directly. You are welcome to leave a message and we will return your call at the earliest opportunity.

St Georges Academy offers Specific Learning Difficulties (SpLD) assessments to students showing signs of dyslexia, dyscalculia and/or dyspraxia completed by our specialist teacher. Please note however, there is a waiting list for assessments. If further assessment or diagnosis is required, we can refer the case to the appropriate agency on your behalf. Referrals to agencies such as Child and Adolescent Mental Health Services (CAMHS) or the Community Paediatrician can also be completed by your GP.

- What tests do you administer on entry to Year 7?

Students in Year 7 take CATs (Cognitive Ability Tests) within the induction days prior to joining the School. This data helps the school to identify students who may experience difficulties with a secondary school curriculum. It also helps us to identify Gifted and Talented students. Students in Year 7 also take reading and spelling tests.

- My child is not dyslexic but has trouble reading and writing. What can the SEND department do?

Students who have reading or spelling issues will be identified to complete the Fresh Start programme within English lessons in Year 7. This is a phonic based intervention programme designed to enable rapid progression of these skills. If your child's skills are particularly weak, we may withdraw him/her from lessons for additional literacy support with a trained Teaching Assistant. We will also provide in class support where possible. We will monitor academic progress and assign further support if sufficient progress is not being made.

- My child has been diagnosed with Dyslexia. What can the SEND department provide?

Students with mild Dyslexia receive support in class via differentiation from subject teachers and may also benefit from support from a Teaching Assistant. Their progress is monitored and additional support may be provided should progress be slow. Students with moderate or severe Dyslexia may be offered additional literacy support outside of the classroom. Staff receive guidance to support students with Dyslexia from the SENCO and via specific training.

- My child has a Statement of Educational Need. How will the Academy ensure that he/she gets the support to which he/she is entitled?

The college has a responsibility to ensure that child's needs are met as outlined in the EHC plan or Statement. We will meet with parents three times a year to discuss pastoral and academic issues and review profiles. Support is provided to students in line with the recommendations of the Statement or recent annual review. Students with Statements each have a named TA who supports them as needed. Staff receive specific advice for each student and are expected to deliver differentiation work during lesson times.

- How does the Academy manage the administration of medicines and personal care?

Medication is routinely administered by authorised staff. All medication is kept under lock and key in a central place in the Academy or SEND office. Medications are all clearly labelled to identify the student it belongs to and instructions for medication are kept with the medication/ Health Care Plan by reception or the medical room staff. Medication is administered by the authorised member of staff and this is witnessed by another member of staff. We have a highly trained team who deliver personal care to all students who need it. We work closely with the occupational therapy team to ensure that this works well.

- How will my child/ young person be able to contribute his or her views?

Pupils are invited to share their views with their named TA and are also asked to attend Annual Reviews. Students are asked to complete a questionnaire about school, their learning and their well-being on a regular basis as part of the review cycle. Students with additional needs are also able to make their views known within the student feedback section of the annual review.