St George and St Martin Catholic Academy
Special Educational Needs Information Report

1.What kinds of SEND does the school provide for?

The school accommodates all SEND in line with Equality Act 2010 and provision is available for all four areas of need outlined in the 2015 SEND code of practice.
The code of practice defines the four broad areas of need as:

*Communication and interaction
Including speech, language and communication needs (SLCN) and Asperger's syndrome and Autism (ASD).
*Cognition and Learning
Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
*Sensory and/or physical needs
Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)
*Social, emotional and mental health difficulties
(SEMH)

These four broad areas of need give an overview of the range of needs that are planned for but school undertakes assessment in order to meet individual needs.

2.How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We know that a child needs extra help if:

- Their parent or carer tells us about difficulties the child is experiencing
- Their previous school/ nursery / private day care setting tells us
- Another professional working with your child tells us
- The child asks for help
- The child's class work, test scores or behaviour shows us that extra help is needed
- An adult in school notices that the child is finding something particularly difficult
- The child's behaviour changes suddenly
- The child seems 'stuck' and does not make as much progress as expected

If you think that your child has special educational needs then you should talk to Mrs Griffiths (the SENCO) or any other member of staff at school about your concerns as soon as possible.

3.How will school staff support my child?

There are as many answers to this question as there are children! We will support your child in whatever way you, the child and we feel is the best way to enable your child to make progress. Each term we will meet together to talk about how your child is doing, identify the priorities for the next term and decide the best ways to help your child. We will listen to your views as well as sharing our own and record the support that we decide is best on a form called a Pupil Passport which will be shared with all the staff working with your child in school.
We may support your child by:

- doing something extra or a little different in the classroom e.g. giving them a list of words on their table to help them or a particular piece of equipment
- including them in a small focused group to help them to practise specific skills. The group may be led by a teacher or a member of Support Staff
- working individually with your child on a programme to help them practise specific skills
- including your child in structured games on the playground to help them to learn social skills

4.How will the curriculum be matched to my child's needs?
Your child's teacher will know your child, their strengths and their needs well. Information about your child will always be shared with all those who need to know. The teacher will plan the curriculum based on their knowledge of ALL the children in their class and adapt the work to meet their needs. If your child needs something additional to this, it will be recorded on their Pupil Passport and the teacher will adapt their teaching to meet their need.

5.How will both you and I know how my child is doing and how will you help me to support my child's learning?
We will know how your child is doing by:

- talking often to your child about their learning
- watching your child in the classroom / on the playground / while they are working
- looking at the work which your child produces
- reading the notes which you write in your child's diary or books and talking to you at least once a term at Parents Evening and once a term at the child's SEN passport review
- regularly assessing your child to make sure that their support matches their progress

You will know how your child is doing by:

- looking at the tasks/ information which are sent home e.g. words to practise reading, words spelled correctly in a spelling test
- reading the notes in your child's diary / books
- spending a little time often working with your child on the activities which are sent home
- talking to your child about how things are going at school
- talking to your child's teacher at least once a term at Parents Evening and once a term at their SEN review and making an appointment if you would like to talk more often
- talking to your child's teacher or support staff briefly on the playground after school

6.What support will there be for my child's overall wellbeing?
At St George and St Martin, we firmly believe that each child is a gift from God, created in the image and likeness of Jesus Christ. We are fully committed to ensuring that each and every child grows into a well rounded young person. Meeting the spiritual, personal, social and emotional needs of our children is our top priority and we routinely devote time and resources to doing so. This may be through whole class activities, small group or individual activities or through access to a specific programme. We also pride ourselves on nurturing all children's gifts and talents whether they are personal, spiritual, social, musical, artistic, sporting or academic.

7.What specialist services and expertise are available at or accessed by the school?
We maintain links with our School Nurse, local Health Visitors, Educational Psychology Service, Mental Health Support Team and SEND Service advisors to ensure that we are able to access specialist support and guidance as and when required. In addition, school staff strive to remain up to date with the external agencies who are accepting referrals in all areas of SEND. Newman Collegiate employ an Educational Psychologist who works closely with staff to make recommendations and strategies to ensure appropriate next steps for the children.
We also have support staff in school with particular strengths in the following areas:

- Dyslexia
- Attachment and trauma
- Social skills
- Behavioural needs
- ASD
- Speech and language difficulties
- Motor skills

8.What training have the staff supporting children with SEND had or are having?
At St George and St Martin, we take staff training and development very seriously and are committed to ensuring that all of our staff have the necessary knowledge and skills to do the very best for our children.

- Mrs Griffiths (the SENCO) has the National Award for SEN co-ordination
- All teachers are continually trained in ensuring that their classes are fully inclusive for all children
- All teachers and Support Staff are trained in new developments and initiatives relating to Special Educational Needs as they arise
- All teachers and Support Staff are trained in specific issues relating to the children that they work with as they arise
- Support Staff are fully trained in the interventions that they deliver. Collectively, St George and St Martin is trained to deliver a range of reading, spelling, speech and language, maths, working memory, physical and social and emotional interventions. The quality of these interventions is monitored through termly SEN learning walks and Pupil Progress meetings
- Training includes:
    - Mental health first aid training
    - Supporting children with ASD
    - Talk boost speech and language training
    - Phonics training
    - Attachment and trauma
    - Specific behaviour needs
    - Emotion coaching

9.How will my child be included in activities outside this classroom including school trips?
Your child will be fully included in all aspects of school life including theme weeks, school trips and after school clubs. If necessary, we will ensure that additional staff are present to support your child. When planning a visit or club, we will consider the needs of all the children involved and make any necessary arrangements, for example wheelchair access, special equipment, rest breaks. If you feel that your child will require additional support to access any school activity, we will be pleased to discuss their needs with you.

10.How accessible is the school environment?
The school has disabled parking and disabled access to the grounds through the main gates. One building is on one level only, is fully accessible and has disabled toilet facilities. The KS2 building is on three floors but has a lift to all floors with initial access through emergency doors.

11.How will the school prepare and support my child to join the school or the next stage of education and life?
All children in each class are prepared for the next class, Key Stage or school through whole class transition activities.

Nursery children are prepared for entry into the school through induction meetings, home visits and Stay and Play sessions so there is ample opportunity for information about a child's needs to be shared and the child to form relationships with Key Workers.
Children in Reception through to Year Two are prepared for their new classes through a series of Stay and Play sessions.
A transition package is arranged for each child moving to secondary school.
Where children need further support, this often takes the form of small group activities, circle time, one to one activities, additional visits and the use of transition books.
Extensive transition information is passed from teacher to teacher and school to school and time is devoted to teachers sharing this information. Excellent information sharing ensures a smooth transition.

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

Every child has needs and we endeavour to address these needs through a high quality, well adapted and creative curriculum. There are occasions when the level of adaption or pace of delivery of the curriculum needs to be adapted beyond the expectations for the age or stage of development of the child; in these circumstances it may be necessary to provide additional support for the child. If a child receives support that is deemed additional to or different from the range of support offered to their peers then they would be considered to be on the SEN Code of Practice. The notational funding received for a child on the Code of Practice can be allocated in a range of ways. It can be beneficial for the child to receive additional high quality support from the class teacher and additional Teaching Assistant hours may be used to free the teacher to spend additional time with a child. It may be preferable for the child to receive additional support within the classroom to undertake the tasks and activities that the class are doing. On occasions it may be beneficial for the child to be part of a small group of children receiving additional support from either the class teacher or the Teaching Assistant through an intervention group. The type and range of support provided is dependent upon what is considered to be of greatest benefit to the child and can be varied in extent and focus. The nature, structure and impact of any additional support is monitored closely by the SENCo and Senior Leadership Team, we are mindful of the need to use the resources made available to the school in an efficient and effective manner.

13.How is the decision made about what type and how much support my child will receive?
Decisions about how best to support a child are based on the nature and extent of the needs of the individual and take into account all strategies which have previously been employed and their effectiveness. Our aim is always to provide the support which will have the most impact upon a child. When making such decisions, consideration is given to the thoughts and feelings of the child, the views of their family, the views of all the school staff who know the child's needs well and the advice given by any professionals working with the child. Decisions are informed by a wide range of factors including the impact of previous support, the evidence bases of particular interventions and our previous experiences of the effectiveness of particular interventions.

14a.How will our child be involved in the decisions about their learning?
Your child will be involved in the decisions about their learning by:

- Collecting their views about what they are good at, their goals and aspirations and what they find difficult before their termly pupil passport reviews
- If your child has an EHC plan their views and opinions are always sought before any annual or transfer review meetings
- Annual pupil questionnaires are sent to pupils to actively seek the viewpoints of the pupils

14b.How will we be involved in the decisions about the learning of our children?
You will be involved in the decisions about their learning by:

- Being invited to attend termly SEND review meetings where your child's pupil passport will be reviewed in consultation with yourself, child, class teacher and where appropriate the SENCo
- If your child has a EHC plan your views and opinions are always sought before any annual review meetings and we always invite you to attend these meetings
- Annual parents questionnaires are sent to parents to actively seek the viewpoints of parents

15.How are parents involved in the school? How can I be involved?
We truly value the crucial role of parents in the education of their children and strongly urge you to be involved in the life of our school in any way that you can. We understand that work commitments, personal difficulties or your own school experiences can sometimes make this challenging and strive always to be as welcoming as possible and to offer a range of ways for you to be involved. If you yourself have particular needs, we are happy to help with these in any way that we can.
We invite you to be a part of your child's learning through:

- reading regularly with your child and recording your views in their diary
- attending Parent Workshops and Family Learning events or accessing the relevant information via our Facebook and Dojo pages
- attend Stay and Do sessions- Reading, Maths and Prayer are available to attend
- attend class Aspire mornings
- termly parents evenings
- termly SEN reviews

We invite you to communicate with your child's class teacher as necessary through:

- writing a note in their diary
- having a brief chat before or after school
- telephoning the school
- sending a message to the school email address
- making an appointment for a face to face meeting

We invite you to be a part of our community through:

- attending your child's class assembly once a term
- attending class, Key Stage and whole school masses
- attending special events e.g. Sports Day
- keeping up to date with school news through Dojo and our Facebook page
- completing Parent Questionnaires
- coming into school for Family Days
- helping out in school / on visits (subject to the necessary checks)

16.What do I do if I want to make a complaint?
If a parent or carer has any concerns or complaints regarding the care or welfare of their child the school's complaints policy is available from the school office

17.What other support is available to parents and how can I contact them?
For further support and advice you might wish to visit the following websites:

- Stoke on Trent City Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

https://localoffer.stoke.gov.uk/

- Parents can gain support from the SEND information, advice and support service https://www.sendiass-soke.co.uk/