

SEND information report - November 2024

What kinds of SEND are provided for at St. George's?

We support pupils with needs in Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical. See also our [Accessibility Plan](#).

How is SEND identified at St. Georges'?

See Appendix A.

Who is the SENCO at St. George's?

Mrs Truss is the SENCO. She can be contacted via the school office.

What are the arrangements for consulting parents of children with SEN and involving them in their child's education?

We work with parents through the child's class teacher, pastoral team and the SENCO. If a concern about a child is raised by a parent or a member of teaching staff, it will be discussed with the parent and support will be put in place as needed.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

We use the 'assess, plan, do, review' model for children with SEND. If a child has an EHCP plan, targets are reviewed each term and a formal annual review takes place with all stakeholders once a year. We also involve outside agencies such as the EP, Speech and Language Therapy, the Outreach team or Multi Agency Behaviour Support team to review the child's progress where necessary.

What are the arrangements for supporting children and young people in moving between phases of education?

For children joining us in Reception or nursery, a home visit will be made by teaching staff. A suitable transition programme may be set up if required. There may need to be resources for a child with SEND who joins St. George's, or adaptations made to the environment. For secondary transfer, the SENCO will liaise with the SENCO of the secondary school and additional visits to support a smooth transition may be arranged if necessary.

What is the approach to teaching children and young people with SEN?

We are an inclusive school; see our [Accessibility Plan](#).

Specific targets are set to meet the child's needs, in consultation with parents, and reviewed. Together, parents and teachers plan the next steps.

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

Support for children with SEND can take many forms, including:

- ☐ Differentiation by the child's class teacher
- ☐ Using alternative methods of recording work
- ☐ Access to physical resources
- ☐ Sensory support
- ☐ Referrals to outside agencies for support and strategies that may be helpful

See also the school's [Accessibility Plan](#).

What training have staff had to support children and young people with SEN?

- Safeguarding training updated for staff Sept 2024; FGM training Oct 2024; Prevent training Nov 2024.
- Lunchtime supervisors safeguarding training updated Sept 2024.
- Tracheostomy training for staff annually on a rolling programme.

- Epi-pen and asthma plan training for all staff to be delivered by the school nurse in Dec 2024.
- SENCO attends termly SEN networks and Mental Health networks and disseminates this information to staff each term via a staff meeting.
- Katherine Mahony works 1:1 with support staff and teaching staff as required to support learning around PACE and sensory regulation.
- Sarah Howlett works 1:1 with support staff to model delivering speech and language therapy sessions.
- SENCO attended Portsmouth Inclusion Conference in Oct 2024.

How does the school evaluate the effectiveness of the provision made for children and young people with SEN?

We use the 'assess, plan, do, review' model. Provision is evaluated through termly pupil progress meetings; discussions with parents; EHCP target reviews; and annual review meetings. If a child is not making progress, the support for the child will be amended and adjusted. Advice from outside agencies may be sought.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Children with SEND play a full and active role in school life, including as worship leaders in class and being well represented on the school council.

What pastoral support is available for children at St. George's?

The team consists of the SENCO, Learning Mentors, Parent Partner and members of the Senior Leadership Team; all staff in the school have been trained in Relational Practice, to build positive relationships with all members of the school community.

We have a Learning Mentor in school who is highly trained. They lead

‘The Reef’, a small group of Key Stage Two children with needs around Cognition and Learning, as well as Social, Emotional and Mental Health. This small group accesses an individualised curriculum with activities that are highly motivating to them.

We have strong links with the Mental Health Support Team and the School Nursing team.

We have a Speech and Language Therapist (SALT) and support staff are trained in delivering SALT.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?

We work with support from the following agencies: Educational Psychology Service (EPS)
Speech and Language Therapy Services (SALT)
Vision and Hearing team
Occupational Therapy Services (OT)
Outreach
Emotional and Behaviour Support (MABS)
English as an additional Language (EMAS)
Child and Adolescent Mental Health Services (CAMHS)
Mental Health Support Team (MHST)
School Nursing team

We also aim to maintain effective working links with:

Social Services

Early Help

The police

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

See the school’s [Complaints Policy](#).

What support is available for pupils who are Looked After by the local authority and have SEND?

We have a Designated Teacher for Children We Care For - at present this is Jane Brown.

The Designated Teacher works closely with the SENCO and the child's class teacher to ensure that appropriate support is in place.

The school will attend all PEP meetings and Care Plan reviews.

SEND profile - November 2024

Type of support	Number of children
SEN support	68
EHCP - in progress	6 at co-production stage 2 at gathering 2 terms' worth of evidence
EHCP	13
Total	81

Primary areas of need	Number of children
Communication and interaction	38
Cognition and Learning	14
Social, Emotional and Mental Health (SEMH)	24
Sensory and Physical (SaP)	5

Appendix A



St George's Beneficial
C of E Primary School

How SEND is identified at St. George's

