

The SEN Information Report

Introduction

All Shropshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs or Disabilities (SEND) and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools receive support in their aim to ensure that, where families want this to happen, the need/s of SEND pupils are met in a mainstream setting wherever possible.

The broad areas of SEND needs are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Offer?

The Children and Families Bill was amended in September 2014 and now requires Local Authorities and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The Local Authority refer to this as the 'Local Offer' whose function is to improve choice and clarity for families and to provide an important resource for parents regarding the range of services and provision in the local area.

The Special Educational Needs and Disabilities Coordinator (SENDCo), with support of the Headteacher and senior leadership team, has written this information report alongside the *Shropshire Local Offer*.

<https://shropshire.gov.uk/the-send-local-offer/>

What is the Special Education Needs Information Report?

Schools use the Local Offer to meet the needs of SEND pupils as determined by school policy and what the school is able to provide. Details as to how we provide support and ensure progress, inclusion and happiness for our SEND pupils are in this report.

Should you wish to know more about what we offer our SEND pupils at St George's Junior School, you can look through the questions below and click on them to find out about our provision for children with different needs.

Please do not hesitate to contact the school should you require any further information.

An introduction to Special Educational Needs and Disabilities at St George's

St George's Junior School is a 'Good' school, striving to be outstanding. Our provision for Special Educational Needs and Disabilities (SEND) is 'Outstanding':

"Provision for disabled pupils and those who have special educational needs is outstanding. Well-planned programmes of support and additional help from highly effective support staff ensure that their needs are fully met" (OFSTED, November 2013).

We are proud of this and particularly proud of our team of Teaching Assistants, Learning Mentor and Higher Level Teaching Assistants who all work extremely hard to ensure that all our SEND children are included in everything wherever possible and that they feel confident in their learning and success.

Our teachers are very skilled in their ability to identify learning needs and monitor progress carefully. They will target individual children or groups of children early on, deploying the teaching assistants, setting objectives for intervention activities and consulting the SENDCO about any pupils of concern.

"Our disabled pupils and those who have special educational needs receive excellent support in school. This is through a mixture of individual, paired and small-group work. As a result, they are helped to become fully involved in all activities and make good and at times outstanding progress as a result."

"At St. George's the teaching is consistently 'Good' and more often 'Outstanding'. Class teacher input via excellent targeted classroom teaching is known as 'Quality First Teaching.'"

"The transition arrangements for pupils when they leave the school for secondary school are very well-organised and the Learning Mentor enjoys the full confidence and support of parents."(OFSTED, November 2013).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully engaged in learning in class, such as using more practical approaches.
- Specific strategies (which may be suggested by the SENDCO or professionals from an outside agency) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have identified any gaps in understanding/learning which needs some extra support to help him/her make the best possible progress.

Parents are welcome to talk to teachers, the SENDCO and the Senior Leadership Team so that any concerns about individual pupils, their learning and enjoyment of school are listened to and responded to sensitively. Action is taken quickly; interventions are put in place to ensure all children make progress.

The Special Educational Needs and Disabilities Co-ordinator and Deputy Headteacher is Mrs K. Lee.

Working together with Parents and Pupils

How we consult with parents and carers of children with Special Educational Needs

From the Autumn term 2014 our SEND pupils and their parents are invited into school for a Pupil Centred Plan (PCP) meeting. During this meeting, we hope parents will contribute information about their child's personality, what's important to them, what people like and admire about them as well as their strengths, interests and motivations. Most importantly, the child will contribute his/her views, wishes and feelings.

Before the meeting, we ask that both parents and pupils prepare by completing questionnaires. In consultation, the family and class teacher will write a One Page Profile, before writing the new Pupil Centred Plan which has replaced the Individual Education Plan (IEPs). Pupil Centred Plan meetings, arranged by the teachers, will be held at a mutually convenient time at the beginning each term in order to review and evaluate provision and progress as well as set new targets and goals to work towards.

Children with a statement of special educational needs or disabilities or a new Education and Health Care Plan (EHCP), receive an annual review meeting where long and short term targets are reviewed and the child's needs are re-evaluated.

The SENDCO is available each day for any parents who have concerns about their child and appointments can be made through the school office.

The SENDCO is responsible for:

- Co-ordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

How we consult with our pupils with Special Educational Needs

Pupils complete a questionnaire with either their teaching assistant or teacher in preparation for the Pupil Centred Plan meetings, in order to give their responses in as much detail as possible. The meetings give the opportunity to meet with their class teacher and parents or carers to talk about what is important to them, what people like and admire about them and how best to support them. Close Liaison with the learning mentor, who supports children with emotional, social or mental health difficulties as well as dyspraxic children, ensures pupils' feelings are communicated on a holistic level.

How we involve parents and carers in the assessment and review process

Parents and their child are invited to attend termly meetings to review progress and compose new Pupil Centred Plan detailing targets, the success criteria and all the support and interventions that will be put in place in order to help the pupil make progress. These meetings are held in addition to parent's consultation appointments.

During the week and at consultation evenings, the SENDCO is available to talk with parents and carers about the progress of their children. If there are any concerns over progress or provision then these can be reviewed and could result in further support or intervention for the pupil. It may also mean that additional support or assessment is needed for a more specific learning need from professionals of an outside agency.

How we involve our pupils with Special Educational Needs in the assessment and review process

- Teachers and teaching assistants talk to pupils about their learning, their targets and how they are working towards the goals in their PCPs (Pupil Centred Plans)
- Targets from PCPs as well as specific reading and writing targets are referred to in teachers marking
- Pupils are encouraged and supported in self and peer assessment
- Pupils and their parents come to each PCP meeting when previous targets are reviewed and new targets are set together
- We celebrate success

How we support our pupils at times of transition

We recognise that transitions can be a particularly difficult and potentially stressful time for a child with SEND and take steps to ensure that any transition is as smooth as possible. A transition programme is devised annually with our main feeder school; Woodfield Infant school, and for pupils moving on from St George's to their chosen secondary school.

From Woodfield Infant School to St George's Junior School:

During the summer term, the SENDCO's and learning mentor's meet from each school to discuss those individuals that will need more support during the transition between year 2 and year 3. Staff are invited to observe individuals in a range of situations in order to gain a full understanding of their specific needs.

Extensive transition arrangements will be in place for all children - working with year 3 children on projects, through music, taster days, assemblies etc. Opportunity for Children on SEN Support to come to St George's more often with their TA can be arranged, so they start to build strong relationships with the staff at St George's. During these visits, children will familiarise themselves with the setting and become more comfortable with the school and staff. Some children will benefit from making a transition booklet, containing information and photographs about the people, routines and the geography of St George's. This can then be referred to during the school holidays.

From St George's Junior School to Secondary School:

As well as the scheduled open days and transition days at all secondary schools, our learning mentor leads an extensive transition support programme for children on SEN support including small group work and further visits to their secondary setting. There is also a further transition programme that is led by CAMHS (Child and Adolescent Mental Health) if needed, which takes place at a number of secondary schools.

Our transition programme involves a number of workshops covering:

- Worries about moving up
- Differences and similarities between key stage 2 and key stage 3
- Practical activities focusing on timetables, secondary school planners, organisational skills, friendships/communicating with new people
- Who to ask and how to ask for help
- Opportunities to look at scenarios and discuss possible outcomes for situations that may crop up in key stage 3
- Supported visits to secondary schools for some children, to practice the walk or cycle ride to school

If your child is moving to another school:

We will contact the secondary school SENDCO and ensure they are fully aware of any special arrangements or support that needs to be made for your child. All records are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in a handover meeting during the summer term.

During this meeting, all Pupil Centred Plans will be shared with the new teacher.

Our learning mentor meets with all pupils whom the teacher feels need additional support with transition arrangements. This type of intervention ensures all pupils feel safe, secure and are supported during this time of change.

New children coming to St George's:

- Friendship buddies from within their new class
- To be introduced to and have access to our Learning Mentor can help facilitating friendships through lunchtime club if they need it

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

SEN support children and their parents or carers will be invited into school in the Autumn Term to have a Pupil Centred Plan meeting. During this meeting, teachers, parents and carers and the pupils contribute to create a 'One Page Profile' document all about the pupil. From this information, teachers are able to adapt both their teaching and setting to suit individual needs using information from shared at the meeting. The 'One Page Profile' can then form the basis for provisions needed, so all adults in school can be made aware of how best to support each pupil with specific learning needs.

Planning and teaching will be adapted to meet the needs of all learners, especially those with learning needs. The activities planned will be suitably differentiated so that all children can access the learning and as well as being challenged. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Teachers will also deliver lesson content in a range ways ensuring that all learning styles are catered for.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary and specific resources and strategies will be used to support your child individually or in small groups.

Reviewing and evaluating the effectiveness of provision

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

An annual progress report is produced by the SENDCO for the Headteacher and governing body. Included in this report is an evaluation of SEND provision. The SEND link Governor, Mr Graham Preece, acts as a critical friend and aids the SENDCO in monitoring the effectiveness of the SEND provision in school during half termly meetings.

SEND provision and pupils with SEND performance form and an integral part of The School Development Plan. In this document, both provision and progress of specific groups of children are extensively evaluated so that clear targets for the next academic year can be set.

The LA also carries out its own monitoring inspections, usually as part of a 3 yearly cycle. OFSTED will also thoroughly evaluate the effectiveness of our SEN provision when the school is inspected.

How we ensure access to our facilities for all of our pupils

The school is fully compliant with DDA requirements.

- The school is on one level with easy access and wide doors.
- There is a disabled toilet.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

Teachers and teaching assistants have training in school delivered by the SENDCO or from outside agency professionals. If staff working with a child with a specific Special Educational Need or Disability and further training is needed, then this can be organised through a Local Authority provider or with one of our outreach providers.

Over the last few years, whole school training has been focussed on dyslexia and ASD friendly teaching and classroom management strategies as well as understanding the new SEND code of practice and the implications for teachers, pupils, planning and assessing.

We have members of staff trained in the following areas

- Dyslexia screening
- School Nurse
- Occupational Therapy Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Physiotherapy

How we support the emotional and social development of our pupils with Special Educational Needs

A range of provision led by the Learning Mentor:

- 'Time to talk'
- Lunchtime club (emotional and social support)
- Nurture Group
- Feelings diaries or social stories

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

For any questions or concerns, please contact Mr P. Glover: Deputy Headteacher/SENDCO

email: admin@st-georges-jun.shropshire.sch.uk

telephone: 01743 357133

You can also make an appointment with the Headteacher: Mrs S Munro

If you have a complaint, please refer to the complaints policy on the website and follow the procedures outlined in the document.

Provision at St George's

Communication and Interaction: Speech, Language and Communication Needs

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to Interaction: Autistic Spectrum Disorder/Condition	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Often children have been identified as having a Speech and Language difficulty at Woodfield Infants or their previous school and we continue the support set up there. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENDCo will consult with the class teacher, teaching assistant, pupil and parent and either suggest intervention strategies or refer to the speech and language team. Speech and Language referrals can be arranged through your G.P or through school. We would meet to do at EHAF (Early Help Assessment Form) first. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have an Education Health Care Plan (EHCP) then they have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • For children with language processing difficulties, they are supported using visual reminders or instructions may be written down. Teachers and teaching assistants will be mindful about how many instructions to present to the class in succession. • Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell using their phonological knowledge. • Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language. • Children are pre-taught new vocabulary and topic words before they encounter them within the classroom. • Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them and then they are encouraged to contribute within small group discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class. 	<ul style="list-style-type: none"> • Often children have been identified as having a Speech and Language difficulty at Woodfield Infants or their previous school and we continue the support set up there. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENDCo will consult with the class teacher, teaching assistant, pupil and parent and either suggest intervention strategies or refer to the speech and language team. Speech and Language referrals can be arranged through your G.P or through school. We would meet to do at EHAF (Early Help Assessment Form) first. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have an Education Health Care Plan (EHCP) then they have yearly annual reviews to review their progress.

Provision at St George's

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer the pupils to an outside agency such as Woodlands ASD Outreach Service. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made. Sometimes an Early Help Assessment Framework (EHAF) is put into place. • If appropriate then a Conner's questionnaire will be completed by the parents and the school team. This will initiate a referral to CAMHS (Child and Adolescent Mental Health Services) and possibly a formal diagnosis. • Parents can also refer their child for assessment into ASD (Autism Spectrum Disorder) traits by visiting their GP. • If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and 	<ul style="list-style-type: none"> • Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines. • Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. • The anxiety levels of the pupils are monitored, triggers identified where possible and subtle intervention is put in place before pupils become anxious. • Pupils are given instructions and requests using straight forward language and instructions are given in smaller chunks. • The pupil's name is used at the beginning of instructions so that the pupil knows that the instruction is relevant to him/her. • Teachers and teaching assistants will be mindful about how many instructions to present to the class in succession. • Instructions given are positive, rather than negative e.g. <i>Sit properly on your chair</i> rather than <i>Don't swing on your chair</i>. • Language should be straight-forward and non-metaphorical e.g. <i>It's raining cats and dogs</i> should be avoided as this will be taken literally. 	<ul style="list-style-type: none"> • Children may be invited to join our lunchtime club and/or nurture group where social interaction skills are modelled and children's play, social interaction and team work skills are guided. Children with low self esteem will benefit from these interventions. • Children may be included in a small group or 1-to-1 intervention based on social stories, black sheep activities or SEAL activities which are planned to teach children to judge and plan their response in social situations and learn to identify and talk about emotions felt by different characters in different social situations. • Support and strategies from Woodlands ASD Outreach Service which could include: <ul style="list-style-type: none"> • Social stories / comic strip conversations. • Visual timetables • Quiet / special places offered for reflection • Key person or Learning mentor to go to if the pupil is becoming anxious

<p>national assessments (SATs).</p> <ul style="list-style-type: none"> If pupils have a statutory assessment (old Statement or new EHCP), then there 		
<p>progress is reviewed annually through the annual review process.</p>	<p>Cognition and Learning: General/Moderate Learning Difficulties</p>	

Provision at St George's

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to Specific Learning Difficulties e.g. Dyslexia, Dyscalculia	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Learning Support Advisory Teacher (LSAT). • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested (for at EHCP). • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have a statement of special educational need then they have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • Pupils will be supported in small groups led by the teacher or teaching assistant more often than children without the same level of need but they will still need to work independently given precisely differentiated activities that they can access. • Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. • Specific interventions are put into place to help close the gaps in the child's understanding and help them access an age appropriate curriculum. 	<ul style="list-style-type: none"> • Individual or small group interventions planned by teachers to identify specific difficulties identified • Additional spelling practice • Daily reading and reading comprehension activities 1-to-1 with a teaching assistant or in small groups • Letters and sounds programme • Phonics Intervention Groups • Touch typing activities such as dance mat from the BBC website. • Individual programmes to develop mathematical understanding. • Handwriting intervention • Super sentences intervention • Small group mental maths practice

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Learning Support Advisory Teacher (LSAT). • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment (for an EHCP). • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have a statement of special educational need (or new EHCP) then they have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • All teaching staff adopt 'Dyslexia friendly' teaching strategies including: A good mix of Visual, Auditory and Kinaesthetic activities planned (not just writing!); Dyslexic pupils sitting within easy eye contact of the teacher; Revisiting reading and spelling strategies at the start of each; A variety of writing implements including red and blue pens for practising spellings; Keyword cards; Writing planning boards or writing frames; Using a variety of recording methods – mind maps, storyboards, flowcharts, video, diagrams, oral presentation; Using ICT as a multi-sensory method of working; Giving children thinking and talking time; Colour photocopies / coloured wallets for use with white paper; Using 'buddies' or 'peer mentors' to help with organising. • Pupils will be supported in small groups led by the teacher or teaching assistant more often than children without the same level of need but they will still need to work independently given precisely differentiated activities that they can access. • Pupils receive specific interventions to aid them with acquiring the skills that they need to be able to access the curriculum. Pupils are encouraged to work within the classroom with subtle support. • Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a mnemonic to aid with remembering spellings. • Pupils are encouraged to access resources to support their learning such as word 	<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Learning Support Advisory Teacher (LSAT). • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment (for an EHCP). • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have a statement of special educational need (or new EHCP) then they have yearly annual reviews to review their progress.

	banks, ACE dictionaries, number lines etc.	
	<ul style="list-style-type: none"> Pupils are given the opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts. 	
Social, Mental and Emotional Health	Self esteem and attachment	

Provision at St George's

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to Sensory and/or Physical Hearing impaired	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If we deem the child to have Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the Learning Mentor and/or SENDCo will observe and either suggest intervention strategies or a referral will be made through an early help assessment form or for advice from Woodlands Outreach. • If appropriate then a referral will be made to CAMHS (Child and Adolescent Mental Health Services) or other support/counselling services. • Parents can also referral their child for assessments or to raise concerns by visiting their GP. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with others within a small group with the support of an adult. • Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers. • Pupils are provided with clear guidance and expectations for expected behaviours. All staff is aware of these and reinforce the same consistent expectations. • Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This helps to provide the pupil with a consistent approach. 	<ul style="list-style-type: none"> • Children may be invited to join our lunchtime club and/or nurture group where social interaction skills are modelled and children's play, social interaction and team work skills are guided. Children with low self esteem will benefit from these interventions. • Children may be included in a small group or 1-to-1 intervention based on social stories, black sheep activities or SEAL activities which are planned to teach children to judge and plan their response in social situations and learn to identify and talk about emotions felt be different characters in different social situations. • Support and strategies from Woodlands Outreach Behavioural Support Advisory Teacher. Regular sessions with our Learning Mentor (Jane Lunt) which could include: <ul style="list-style-type: none"> -Anger management -Quiet / special places offered for reflection -Time to talk <ul style="list-style-type: none"> • Support from CAMHS Acorn Service • Personal rewards and sanctions systems

Provision at St George's

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to Sensory and/or Physical Visually impaired	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the pupil has Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Sensory Inclusion Service (SIS). • Parents can also request an assessment by visiting their GP. • Pupils are given regularly reviewed and assessed by the Sensory Inclusion Service. They also monitor hearing aids where appropriate and ensure that they are working adequately, replacing any parts that are no longer working. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. 	<ul style="list-style-type: none"> • Pupils often work within a small group with the subtle support of an adult. • The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. • Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Pupils have support from their class TA to manage the equipment they need. We are sensitive about managing the equipment without making a fuss. • Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. 	<ul style="list-style-type: none"> • Ensuring pupils sit near the front of the classroom. • Following advice from Sensory Inclusion Service. • Pupils are encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team.

Provision at St George's

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to Sensory and/or Physical Difficulties	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • For pupils with Special Educational Needs, we ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • Pupils are monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. • For pupils with significant impairments a request is made with the Sensory Inclusion Service. This is usually requested by the child's optician or by an optometrist. • Pupils are regularly reviewed and assessed by the Sensory Inclusion Service. Additional strategies and interventions are suggested. Class conditions are also monitored e.g. lighting, positioning, resources, font size etc. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected locations so they are easy to find. 	<ul style="list-style-type: none"> • Following advice from Sensory Inclusion Service. • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays / reading rulers. • Ordering large size print materials for SATs.

Provision at St George's

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Parents are best placed to advise us about the specific physical needs of their child. We therefore rely upon good communication between home and school to ensure that concerns about the child are addressed promptly and we work as a whole team to support children with physical needs. • We would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the occupational therapy team. • An assessment with the occupational therapy team will be undertaken if appropriate and then additional strategies will be implemented. • Parents can also request an assessment with the occupational therapy team by visiting their GP. • If appropriate, a request for statutory assessment is made (for an EHCP) and additional interventions and strategies are put into place to support the pupils. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments. • If pupils have a statement of special educational need then 	<ul style="list-style-type: none"> • Pupils will sit with the rest of their class or small group to listen to the ideas of others. • They may have a wobble cushion • They may have or a fidget toy to keep them focused or an adult to sit near to them to keep them on task. • Pupils may be provided with resources such as pencil grips, lap tops etc. so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible then they are given different resources such as large balls in PE or the subtle support of an adult so they are able to participate. • When the pupils are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	<ul style="list-style-type: none"> • Cool Kids gross motor skills programme • Speed Up fine motor skills programme • Pencil grips / tri-grip pencils • Yoropens • Lap tops • Dance mat touch typing programme • Wobble cushions • Fidget toys • Interventions as suggested by the occupational therapy team or Physiotherapy team

they have yearly annual reviews to review their progress.		
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Looked After Children (LAC)

How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• We have PEP meetings with teaching staff, social worker and any other professionals working with the pupil• Pupils will be assessed through the normal processes accorded to all other children in the school.	<ul style="list-style-type: none">• Teaching will be adapted for LAC children as it is for all other children	<ul style="list-style-type: none">• LAC pupils will have access to all the relevant support systems. They also benefit from additional funding through Pupil Premium and some of the assessments are funded by the LAC team. The SENCO, class teacher and support team would liaise with the LAC team and progress reviewed on a regular basis at Progress meetings.