

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 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 which will be included in Shropshire Council's 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 Mr P Glover.