

St George's School SEN Information Report 2024-2025

Our SEND Information Report is part of the Dorset Local Offer for children and young people with SEND. It is the responsibility of the governing body to publish information about its policy for pupils with SEND but we are committed to working together with all members of our school community to share this information.

St George's School is a primary school with 119 pupils on roll. We have a graduated response to the children's Special Educational Needs (SEN). All children have their own individual learning needs which are addressed through quality first whole class teaching and differentiation based on prior attainment and learning style. In addition to this we also recognise and address more specific needs with appropriate interventions in and out of the classroom. Special educational needs are divided into four areas: cognition and learning; communication and interaction; social, emotional and mental health difficulties; sensory and/or physical needs.

What kinds of special needs are provided for at St George's?

The majority of children on our SEN register at St George's are on the SEN Support stage which means that their needs are met in school with some children having input from external services. We also have a small number of children with a higher level of need whose needs are met through an Education Health Care Plan (EHCP).

We regularly access support from the following services:

- Speech and language therapy services
- Occupational therapy services
- Hearing Services
- Educational psychologist
- Special teachers
- School Nurse Service
- Behaviour Support Services

How will the school identify and assess a child's needs?

You, as their parents and carers, are the people who know your children best and we will always encourage you to share your concerns with us. After this, the class teacher is usually the first to identify if a child is experiencing difficulties in their cognition and learning, communication and interaction, social, emotional and mental health or sensory/physical needs. The class teacher will discuss their concerns with the parent/carer. If a child is new to the school we will receive information and have discussions as appropriate with the previous setting. If you -the parent/carer- believe your child may have a special educational need, you should speak to your child's class teacher or Mrs Shears, the Special Educational Needs Coordinator (SENDCO).

Information used to help us ascertain if a child may need extra support:

- Gathered information from parents/carers
- Information shared from the early years setting or child's previous school
- Information shared from specialists eg Doctors, Speech and language Therapist, Behaviour Services, CAMHS (Child and Adolescent Mental Health Services) or MHST (Mental Health Support Teams in Schools), Educational Psychologist, Development and Behaviour Pathway
- Concerns raised by teachers or teaching assistants in relation to class learning, or identified through the Pupil progress meetings with the Assessment Coordinator and Head teacher using termly data (reading, writing and Maths) and Yearly Spelling assessments and regular phonics assessments in EYFS/KS1.
- Concerns raised by staff in school about social and emotional well-being.

What provision will the school make for a child with special needs?

- The class teacher is responsible for planning appropriate learning for all children in their class; learning that engages them, challenges them and helps them reach their potential. Good teaching provision in class for all pupils is known as Quality First Teaching which is part of the universal provision in The Core Standards.
- Each class also has a teaching assistant, or teaching assistants who may work with your child to support their learning, either individually or as part of a group if seen as appropriate by the class teacher. A TA may also work with your child outside of the classroom on specific skills they need extra help with.
- The school will bring in specialist such as Specialist teachers, Hearing Support or Speech and Language teachers to meet the needs of individual children.
- The SENDCo maintains an overview of the support in place and meets with teachers on a regular basis to discuss children needing extra support and to review the effectiveness of their support. This will be measured in term of the progress your child makes in learning, but also in terms of your child's emotional well-being.

Who can I contact at the school to discuss special educational needs?

As a first point of call, you should contact your child's class teacher. You can also contact Mrs Shears (SENCO) through the school office. Please note that the SENCOs working days are Tuesday to Thursday.

office@bourton.dorset.sch.uk

Telephone: 01747 840409

What training have the staff had in relation to children with SEND?

All staff have received training in a range of SEND, including how to make their classrooms and lessons accessible to all children. Our TAs have developed specialisms in different areas of SEND, including working with children with Hearing Impairment, Autistic Spectrum Conditions, and supporting speech and language and motor skills development. They are used to support groups and

individuals across the whole school. We have a specialist TA trained as an Emotional Literacy Support Assistant (ELSA). Staff have also had training in medical conditions such as Epilepsy, Anaphylaxis and feeding issues.

We have well established links with a range of other professionals including:

- Social Care services
- Hearing Support Services
- Speech and Language Therapy services
- Children and Adolescents Mental Health Service (CAMHS)
- Occupational therapy/ Physiotherapy
- Schools' Paediatrician and Schools' Nurse
- Educational Psychology
- Family Partnership Zone

Training is ongoing to keep up with developments in SEND and the needs of the children at St George's. The SENDCo attends regular briefings for local SENDCos and provides updates to staff.

We also recognise that with a new child starting we may need to access further training specific to their needs. We have well established links with education and health professionals to enable us to do this. If your child requires this kind of input we would aim to include you in planning and attending this training. Parents are invaluable in sharing their expertise in these situations.

What equipment and facilities are there for children with SEN?

The school staff and governors are fully committed to inclusion for all children, making every effort to adapt provision so that all children can take part. From food allergies to overnight provision on residential visits, we find ways to make our curriculum accessible to all children.

Resources are allocated dependent on need. Our greatest resource is our team of experienced teachers and teaching assistants who work with children on a small group or individual basis, targeting specific areas of need.

Children with hearing impairment use equipment suitable to their individual need, such as hearing aids and radio microphones. Our staff are skilled in the management of this sort of equipment.

We are very well resourced for the delivery of programmes such as Speech and Language support and interventions to support Reading, Writing and Maths.

We have a sensory blackout tent for children who may need a calming place to go and regulate themselves.

Children needing to use ICT equipment can access our ipads, laptops and netbooks through our wireless network.

We have accessible toilets but currently no showering facility on the school site.

How will parents/carers and children be consulted about and involved in the education of a child with special educational needs?

- We follow an Assess, Plan, Do, Review format that involves staff, parents and children so parents/carers should be fully aware of their child's progress and support that can be given. You will have the opportunity to meet with your child's class teacher on a termly basis to review where your child is and plan the next steps in their learning.
- We offer an open door policy, where parents/carers are welcome at any time to make an appointment to meet with either the class teacher or SENDCO to discuss how the child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between home and school therefore we aim to keep communication channels open and communicate regularly.
- Specific children may benefit from a home/school link book which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.
- If your child has more complex needs they may have an Education Health Care Plan. In this case a more formal meeting, which may involve outside agencies, will take place annually to discuss your child's progress and a report will be written. Your child's views will be sought before any such meeting so that they can contribute to the report.

What should a parent or carer do if they have a concern or complaint about special needs provision at the school?

In the first instance you should discuss the issue with your child's teacher. If this doesn't resolve the issue, or if you feel it needs to come straight to the Senior Management team, you can make an appointment to meet with the SENDCO and/or the Headteacher. Following this meeting, you can make a formal complaint to the Governing Body by following the complaints procedure available from our school website or the school office.

Who else might be involved in supporting a child with special educational needs?

We work with a wide range of Special Educational Needs services across Dorset, Wiltshire and Somerset. There is a list at the top of this document. Some services are accessed by the school, while others become involved through referral from your GP. We will help you to access the services that will be most effective in supporting the needs of your individual child.

How will the school support a child with special educational needs as they transfer into the next phase or stage of their education?

We understand that, for some children, change can be difficult so there are many ways we endeavour to support your child to enable this transition to be as smooth as possible:

- New Reception children are invited into school to meet with the class teachers and teaching assistants in the summer term before they are due to begin. The Reception class teachers liaise with

our local Early Years settings to ensure each child's needs are understood. The school invites all new reception parents to a meeting with the Reception Class staff and Headteacher during the Summer term before they begin school. The Headteacher can also meet with parents individually to discuss a child's particular needs as appropriate. The SENDCO will meet with all new reception children during one of the afternoon introduction sessions and parents as necessary.

- Each year, in the summer term, class teachers meet to hand over appropriate information about the children moving from their class. This hand over includes the support plan drawn up by the current teacher so that this is in place at the very start of the new academic year with the new teacher. This ensures continuity of support for your child.
- We have good links with our local secondary schools and in the summer term the class teacher, and SENDCO if appropriate, meet with staff from the new school to discuss children and hand over relevant reports. For children who may find transition more challenging we aim to access the enhanced transition projects offered by the chosen Secondary School.

How can I access the local authority's local offer?

Dorset County Council's local offer can be viewed at Family Information Directory: [Dorset's](#)

[Local Offer - Dorset Council](#)