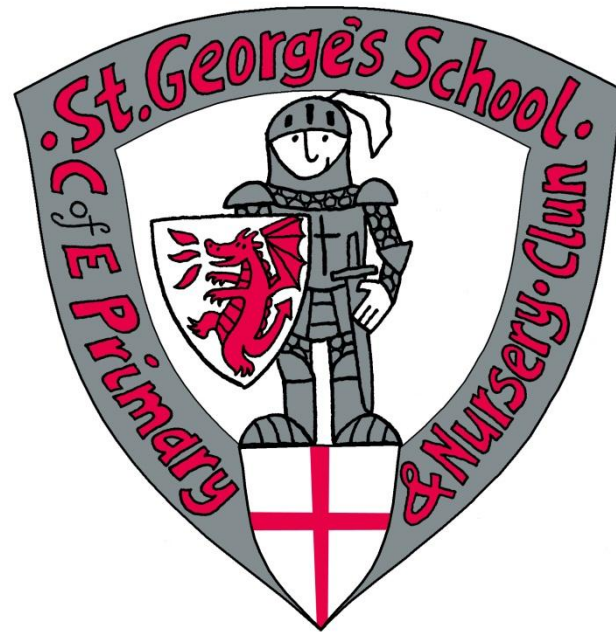




SEND Information Report

2026 - 2027

Introduction/ Overview

St George's C.E. Academy treats all pupils as individuals; we therefore refer to all pupils who may need educational provision which is additional to or alternative to their normal timetable, as being a pupil with Special Educational Needs (SEND). The Governors and staff at St George's C.E. Academy recognise the importance of identifying and supporting those pupils who have a Special Educational Need. We have an 'open door' policy for parents, for both behaviour and educational support, where a team approach is necessary to help the pupil make progress. We acknowledge the unique strengths, knowledge and experience that parents are able to contribute to the shared view of their child's needs and the best way of supporting them. The range of support deployed will be tailored to individual needs following thorough internal assessments or by external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

People who support pupils with special educational needs and /or disabilities at St George's C.E. Academy

School based information	People	Summary of responsibilities
<i>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</i> <i>How can I talk to them about my child if I need to?</i>	Class Teachers Karen Lampitt Bethany Ryan Harriet Clinton Fiona Croft Marie Mintoff	They are responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all pupils • Monitoring the progress of your child and identifying, planning and delivery of any additional support • Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching • Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.

	The SENCo Harriet Clinton	They are responsible for: • Overseeing the day-to-day operation of the school's SEND policy • Coordinating provision for pupil with SEND • Advising on a graduated approach to providing SEND support • Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively • Liaising with parents of pupils with SEND • Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies • Being a key point of contact with external agencies, especially the local authority and its support services • Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • Ensuring that the school keeps the records of all pupils with SEND up to date.
	Executive Head Teacher Rebecca Manning Head of School Katie Froggatt	They are responsible for: • Working with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school • The overall responsibility for the provision and progress of learners with SEND and/or a disability.

	SEND Governor Chrissie Verduyn	They are responsible for: • Helping to raise awareness of SEND issues at governing body meetings • Monitoring the quality and effectiveness of SEND and disability provision within the school and update the governing body on this • Working with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.
	Learning Support/Teaching Assistants	They are responsible for: • Understanding the needs of the pupil(s) they are working with • To help monitor the pupil's progress, guided by the class teacher • To read and understand the SEND code of practice and the school's SEND policy

Curriculum and Teaching Methods (including groupings and interventions)

<i>How will teaching be adapted to meet the needs of my child?</i>	Staff at St George's C.E. Academy provide a broad and balanced curriculum to all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Monitoring of the quality of teaching and learning takes place at St George's C.E. Academy through learning walks and lesson observations. Teachers are skilled at adapting their practice in order to meet the diverse range of needs within their classes. Planning takes into account individual pupil's needs and requirements, whether that is additional equipment such as a writing slope, coloured overlays or a pencil grip or adapted resources or materials. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge within their learning. Additional adults are used flexibly within groups or individually, where pupils are working towards a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. The support staff hold a range of relevant qualifications and expertise within the areas of autism, speech and language, literacy, numeracy and dyslexia.
<i>What strategies are in place to support my child's learning?</i>	Strategies/programmes to support speech and language: • Speech and Language Therapist provides programme to be followed by staff in school • Specific differentiation or modification of resources e.g. use of symbols • Speech Therapy group/1:1 work delivered by Speech and Language Support Assistant following speech therapy advice • Pre-teaching vocabulary Strategies to support/develop literacy including reading: • Focused reading time in class, with group or paired reading • Daily 1:1 reading with a teacher or teaching assistant • Evidence based intervention programmes, e.g. Nessy, ToebyToe • Small group/1:1 intervention programmes where required, e.g. reading comprehension, extra phonics, handwriting support, spelling support • Daily phonics – Little Wandle catch up

	• Pre-teach (model text, vocabulary) Strategies to support/develop numeracy: • Small group intervention programmes • In class differentiation • Evidence based intervention programmes such as: Power of 2, Nessy Number Sense • Pre-teach Strategies to support mental health and wellbeing: • Small group/ 1:1 ELSA (Emotional Literacy Support Assistant) programmes supervised by the Educational Psychology Service. This may help with self-esteem/confidence, social skills, friendships, anger management or anxiety. • Quiet space in the library available lunch/break time when required • Year 6 transition support • BeeU • Class transition support • Regular contact and liaison with parents as necessary • Strategies to support/modify behaviour, including reward systems and behaviour support plans set up where appropriate • External agency support for behaviour (e.g. Woodlands Outreach service) • One Page Profiles (Essential information shared with class teachers and support staff)
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The Assessment process – Frequently Asked Questions

<i>What will happen if the school has a concern about my child?</i>	As a school we feel that it is important to support your child as soon as we identify that they require additional support. We as a school understand the importance of early intervention. Throughout the school year your child is assessed regularly by their class teacher. They will be assessed termly, using the school's assessment policy, heavily guided by the national curriculum. They will also have more formal assessments such as SATS and standardised tests (these are used to give us a score which compares your child with the average level compared with a pupil of their age – the average score for an average pupil is 100) if the class teacher observes any concerns that they have regarding your child then they will ask you to come into school to discuss these. They will also discuss additional interventions and support that they intend to put in place for your child.
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<i>What can I do if I have a concern about my child?</i>	St. George's school has an open door policy and we will always make the time to listen to your concerns at a mutually convenient time. If you would like to discuss your child with us then please either phone or come into school and make an appointment. Initial concerns should be discussed with your child's class teacher and possibly the school's SENCo if this is appropriate.
<i>How can the school access additional support for my child?</i>	If your child's class teacher still has concerns regarding your child then they will initially discuss your child with the school's SENCo, who will suggest suitable interventions or if appropriate they will then discuss with the Shropshire SEND team, who may observe your child and then possibly complete some simple assessments. They will then suggest additional interventions to support your child or recommend that a referral is made to another external agency, for example Educational psychologist, the speech and language team or the occupational therapy team. These agencies will suggest additional ways that the school can support your child. External agencies will come back to assess your child if this is appropriate.
<i>What will happen if my child is assessed and additional support is given?</i>	If it is decided that your child would benefit from extra support, then a pupil centred plan (PCP) would be written by the class teacher, and looked over by the SENCo. A pupil centred plan is a document made up of targets, strategies and reviews all set up around your child's individual needs. It is also known as a Assess, Plan Do Review. There is a section on the PCP for parents and pupil's views about the strategies that have been put in place to support your child's learning.
<i>If my child has an EHCP (Educational Health and Care Plan) how will this be reviewed and monitored?</i>	If the Shropshire Local Authority decides that your child would benefit from additional support, then an EHCP would be written. This is a document that discusses your child and provides the school and other professionals with additional strategies to support your child. It includes targets that your child is working towards and also it offers suggestions for other strategies that would be beneficial such as additional adult support or specific intervention programmes. If your child has an EHCP then each year this is reviewed during a meeting between yourselves, the school and other professionals who support your child. The purpose of the meeting is so we can see the progress that your child is making towards their long term targets and also if there is an amendment to the EHCP, for example if they no longer need additional support during lunch times, then this is a time when this can be suggested. Your views are an important part of this meeting and these are recorded. An annual review can be arranged at any point during the year if it is felt that there is something that is significantly affecting the pupil, for example a transition into a new class or school.
<i>How will I be informed about the progress that my child is making?</i>	You will be informed about your child's progress through parents evening meetings and also through the yearly report which is sent out to all parents. Your child may also have a PCP (pupil centred plan) and you will be asked to come into school to review this with your child's class teacher. At St. George's CE Academy, we have an open door policy and we would welcome you making an appointment (this so we can give you our full attention and also so we can make sure that all the staff that need to be part of the meeting are available).

<i>How will my child's thoughts and feelings be recorded?</i>	Your child's thoughts are recorded throughout the assessment process as their ideas are recorded on any referral forms that are completed and also as part of the annual review process. Your child will also be part of the PCP reviews as we always take into consideration the progress that they feel they have made and what they feel their next steps will be.
<i>What happens when my child moves into the next class or onto secondary school?</i>	At St. George's CE Academy, we work closely together throughout the school, so we can reduce the amount of anxiety that pupils may feel as they move from one class to the next. When your child moves onto secondary school they will have their own transition depending on what they require so for example they may visit the school without the rest of their year and be shown around the school by a year 7 pupil that they are familiar with or they may be part of a specific transition programme.
<i>What can I do if I feel that the school is not providing the best support for my child?</i>	If you have a concern regarding your child, you should discuss this with your child's teacher firstly or with the head teacher / school based SENCo. A meeting would then be arranged and we would try to resolve any concerns that you have. If after this discussion you are still concerned, then we would refer you onto the chair of governors and you would then follow the complaints procedure as outlined in the complaints policy. If concerns continue to be unresolved parents may wish to use the Shropshire Information Advice and Support Service (IASS) or engage with the School's complaints procedure. St George's C.E. Academy is part of the Diocese of Hereford Multi Academy Trust. You can find a copy of the Diocese of Hereford Multi Academy Trust complaints policy on the school website.

Further Examples of Our Provision for pupils with SEND

Communication and Interaction

1. Speech, Language and Communication Needs

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
• The class teacher and the teaching assistant keep careful track of the pupil and record any observations. • If the pupil continues to be of concern then the school SENCo will either discuss interventions or refer the pupil to an external agency such as the Speech and Language Team. • 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. The pupil will have a person, centred plan (PCP) where reachable targets will be set. • Pupils are regularly reviewed through internal tracking data, standardised	• Pupils 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. • Pupils are pre-taught new vocabulary and topic words before they encounter them within the classroom. • Pupils are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them through activities such as show and tell and then they are encouraged to contribute within small group	• Following specific interventions as suggested by the speech and language team. • Bespoke intervention using the expertise of our trained TA's. • Pre-teaching of vocabulary

assessment scores and national assessments such as SATs and the year 1 phonic screening. • If pupils have an EHCP then they have yearly annual reviews to review their progress.	discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class.	
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2. Autistic Spectrum Disorder/Condition

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
• The class teacher and the teaching assistant keep careful track of the pupil and record any observations. • If the pupil continues to be of concern, then the school SENCo will either discuss interventions or refer the pupil to the Shropshire SEND team for further advice. • The SEND team may then observe the pupil, suggest additional intervention strategies or refer an external agency such as BeeU or seek advice from an educational psychologist. • 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. The pupil will have a person, centred plan (PCP) where reachable targets will be set.	• Visual timetables are used within the classroom and pupils 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 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.	• Social stories / comic strip conversations. • Visual timetables • Movement breaks • Pre-warning of changes to timetables • Quiet / special places offered for reflection • ELSA • Sensory support - weighted blanket, wobble cushion, concentration aid etc.

• Parents can also referral their pupil for assessment into ASD (Autistic 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 national assessments such as SATs and the year 1 phonic screening. • If pupils have a statutory assessment, then their progress is reviewed annually through the annual review process.		
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Cognition and Learning

1. General/Moderate Learning Difficulties

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
• The class teacher and the teaching assistant keep careful track of the pupil and record any observations.	• Pupils are encouraged to work within small groups with the support of an additional adult.	• Adapted or scaffolded learning • Breaking down tasks into small chunks

• If the pupil continues to be of concern, then the school SENCo will either discuss interventions or refer the pupil to the Shropshire SEND team. • The Shropshire SEND team may then observe the pupil, suggest additional intervention strategies or refer to an external 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 or statutory assessment is requested. The pupil will have a person, centred plan (PCP) where reachable targets will be set. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. • If pupils have an EHCP then they have yearly annual reviews to review their progress.	• 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 aid pupils to develop the skills that they require to be able to access the curriculum.	• Daily reading and reading comprehension • Little Wandle catch up • Talk Boost • Additional spelling practice • Touch typing activities such as dance mat from the BBC website. • Individual programmes to develop mathematical understanding such as Nessy Number sense. • 'Read it' setting on I pads to aid reading and research. • Precision teaching
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2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

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
• The class teacher and the teaching assistant keep careful track of the pupil and record any observations. • If the pupil continues to be of concern then the school SENCo will either discuss interventions or refer the pupil to an external agency such as LSAT, Woodlands, and Occupational Therapist. • The external agency will then observe the pupil and suggest additional intervention strategies. • For some pupils an assessment with an educational psychologist is requested. • 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.	• Pupils are encouraged to work with an adult within a small group when appropriate. For some activities pupils are grouped within ability groups. • 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 banks, ACE dictionaries, number lines etc. • Pupils are given the opportunities to revisit concepts more frequently than	• Coloured worksheets • Learning adapted to suit the needs of the child • Off-colour background on white slides • Toe by Toe • Accelerated reader targeted reading books • Little Wandle Catch up • Numicon • Nessy programme to increase phonic knowledge. • Touch typing activities such as dance mat from the BBC website. • Coloured overlays / reading rulers. • Scanning pens

- Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. PCPs are used to set small, achievable targets. PCPs are reviewed termly. - If pupils have an EHCP then they have yearly annual reviews to review their progress.	other pupils to ensure that pupils are secure with concepts.	
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Social, Mental and Emotional Health Well Being

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
- The class teacher and the teaching assistant keep careful track of the pupil and record any observations. - If the pupil continues to be of concern, then the school SENCo will discuss interventions with school's ELSA trained member of staff. - The ELSA trained member of staff may then observe the pupil, suggest additional intervention strategies in	- 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 are	- ELSA - Quiet / special places offered for reflection - Self-reflection cards made specifically for their needs 'Cool it!' board game to help develop strategies for managing certain situations. - Talk About

the form of a nurture group or a social skills group. • If appropriate, then a referral will be made to BeeU. • 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 such as SATs and the year 1 phonic screening.	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.	
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Sensory and/or Physical

1. Hearing Impaired

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
• The class teacher and the teaching assistant keep careful track of the pupil and record any observations. • If the pupil continues to be of concern then the school SENCo will either discuss interventions or refer the pupil to the cluster SENCo.	• Pupils usually work within a small group with the subtle support of an adult unless stated in their EHCP. • The adult will repeat the ideas and comments of other pupils when the class are discussing ideas, in a clear and audible voice.	• Ensuring pupils sit near the front of the classroom or an appropriate place that suits the child's needs. • Following advice from sensory inclusion. • Pupils encouraged to wear hearing aids if appropriate and a receiver can be worn by the adults if this is

• The Cluster or academy SENCo may then observe the pupil, suggest additional intervention strategies or refer to the sensory inclusion team. • Parents can also request an assessment by visiting their GP. • Pupils are given regularly reviewed and assessed by the sensory inclusion team. They also monitor their hearing aids and ensure that they are working adequately and replace any parts that are no longer working. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening.	• Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them.	suggested by the sensory inclusion team. • Use of BSL or Makaton to aid understanding • Encourage targeted questioning so the child has opportunities to speak.
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2. Visually Impaired

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
• 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 team. This is usually requested by the pupil's optician or by an optometrist. • Pupils are given regularly reviewed and assessed by the sensory inclusion team. Additional strategies and interventions are suggested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening.	• 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.	• Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays / reading rulers. • Being placed in a particular location in the room • Print outs provided so not copying from the board.

3. Physical Difficulties

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
• 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 pupil are addressed promptly. • The class teacher and the teaching assistant keep careful track of the pupil and record any observations. • If the pupil continues to be of concern then the school SENCo will either discuss interventions or refer the pupil to the cluster SENCo. • The Cluster SENCo may then observe the pupil, suggest additional intervention strategies or refer to the occupational therapy team. • An assessment with the occupational therapy team will be undertaken if appropriate and then additional strategies will be implemented.	• Pupils are encouraged to sit with the rest of their class or small group to listen to the ideas of others. They will either have a fidget toy to keep them focused or an adult to sit near to them to keep them on task. • Pupils are 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.	• Cool Kids • Pre-writing skills such as using tweezers, using mazes etc. • Pencil grips / tri-grip pencils • Opportunities to use laptops to type learning • Dance mat touch typing programme • Wobble cushions • Fidget toys • Interventions as suggested by the occupational therapy team • Writing slopes

• Parents can also request an assessment with the occupational therapy team 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 national assessments such as SATs and the year 1 phonic screening. • If pupils have an EHCP then they have yearly annual reviews to review their progress.		
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