

# Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.



Headteacher: **Mrs C Pointon**

School address:

**Off Orme Road**

**Newcastle-under-Lyme**

**ST5 2NB**

Telephone number: **01782 917640**

Email: **office@stgg.org.uk**



## Our Local Offer for Special Educational Needs and/or Disability

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### How we identify and assess needs

How will you know if my child or young person needs extra help? **(IRR)**

**We know when pupils need help if:**

- Concerns are raised by parents/carers, teachers, the pupil's previous school or external agencies working with the family
- Tracking of a child's attainment shows a lack of progress
- Pupil observation and intervention over time, with little progress, indicates that they have additional needs in one or more of the four areas:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory or physical

What should I do if I think my child or young person needs extra help?

Initially, discuss any concerns with your child's class teacher. This then may result in a referral to the school SENDCo whose name is Mrs Fry and who may be contacted through the school office on: 01782 917640 or email [office@stgg.org.uk](mailto:office@stgg.org.uk)

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Where can I find the setting/school's SEND policy and other related documents? **(IRR)**

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#### How we identify and assess needs

All information can be found at : <https://www.stgilesstgeorgesacademy.co.uk/page/?title=SEND&pid=16>

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#### Teaching, Learning and Support

How will you teach and support my child or young person with SEND? **(IRR)**

- Quality first teaching supports all learners, and uses adaptive approaches which enables teachers to identify potential barriers to learning and make adjustments to instructions and teaching materials.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- Teachers will carry out ongoing assessment of progress made by pupils
- Teachers will have progress meetings with the Headteacher and SENDCo.
- There will be pupil and parent discussions at termly meetings.
- Pupils' progress is tracked and monitored.
- Attendance and behaviour records are monitored.
- Pupils have individual curriculum targets set in line with national outcomes to ensure ambition.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.

How will the curriculum and learning environment be matched to my child or young person's needs? **(IRR)**

- Teachers plan high quality lessons, adjusting the teaching to better match pupil need.
- When a pupil has been identified as having special needs, their work will be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

## Teaching, Learning and Support

- Our school encourages all children with SEND to take part in after school clubs. They are included in educational visits to support topics and residential experiences. They have any support necessary to ensure they can take part in these activities.

How resources are allocated to meet children or young people's needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and maths interventions, friendship groups, Motorskills development etc.
- Support from external agencies e.g. Specialist teachers, Autism Tnclusion Team, Educational psychologists, Speech and Language support etc.
- Parent workshops
- Provision of specialist resources e.g. equipment for classrooms, computer programmes to support learning etc.
- Professional Development relating to SEND for staff.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? **(IRR)**

- Regular review meetings to discuss pupil progress
- Assess, Plan, Do, Review (ADPR) plans discussed with parents and staff at least three times a year
- Additional assessments from outside agencies to inform the types of support and/or resources needed.
- For those needing significant further support, each child is assessed individually according to the SEN Code of Practice (2015), and personalised or group learning support programme (s) will be developed dependent on need.
- After discussion with parents, the school may decide to apply for an Enhanced, Assess, Plan, Do, Review (EADPR) or an EHC plan.

How will equipment and facilities to support children and young people with SEND be secured? **(IRR)**

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### Teaching, Learning and Support

- We ensure that all needs of the children are met to the best of the school's ability with the funds available.
- We will often allocate Teaching Assistants to deliver programmes designed to meet groups of children's needs.
- The special educational needs (SEND) budget is managed by the Headteacher and allocated on a needs basis.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.
- The SENDCO creates a year action plan which is costed into the school budget.

How will you and I know how my child or young person is doing? **(IRR)**

- Individual targets are set to support children's individual needs and are regularly updated.
- Tracking and assessment enables each class teacher to analyse the progress of each individual child.
- Reviews of learning targets for individual children are reviewed at least three times a year and new programmes of support are organised as necessary, leading to personalised learning.
- Termly parents' evenings/reports give parents the opportunities to discuss progress. Children are encouraged to attend and given opportunities to discuss their views and be involved in discussions about their education. This is also reported annually in their written report.

How will you help me to support their learning? **(IRR)**

- The school website contains class pages which are updated half-termly and the curriculum overview is shared.  
<https://www.stgg.org.uk/>
- The teacher or SENCo may also suggest additional ways of supporting your child's learning.
- Learning within the classroom and homework is shared via classdojo. You will also see photographs of your children's learning which you are able to talk to your child about

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### Teaching, Learning and Support

- At each parents evening or in end of term reports, your child's class teacher will give you specific targets and resources to support your child.
- A meeting with the SENDCO can be arranged at any time

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- Pupil voice
- Individual reviews of ADPR with child and teacher
- Discussions about aspirations and goals with SENDCO

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

- We maintain an overview of the programmes, interventions and provisions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. This impact is measured on a termly basis or at the end of a particular provision.
- We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

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### Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- At the beginning and end of each school day, a member of staff is present on the door to ensure handover from parents. Each class has a communication board which holds information on attendance at Care club and after school clubs.
- Pupils are able to speak to adults in school at break and lunch. They are able to attend well-being club at lunchtimes.

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#### Keeping students safe and supporting their wellbeing

- The school has a comprehensive and robust set of risk assessments which cover all equipment, activities and individual children where appropriate.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

- The school has an appointed Assistant SENDCO who is also Emotional Literacy Support trained. The school also has another trained ELSA within school. If a teacher feels that a child would benefit from support for their SEMH needs then it is the responsibility of the Pastoral lead to meet with the child and their parents and broker the appropriate support. This support can take a number of forms.
- The school has a school therapy dog
- If the needs of the child are greater than the school can provide, they will work with outside agencies making the appropriate referrals and initiating EHA's if appropriate.

How will you manage my child or young person's medicine or personal care needs?

- Please see Supporting Pupils with Medical conditions Policy

What support is there for behaviour, avoiding exclusions and increasing attendance?

- We pride ourselves on the excellent behaviour at St Giles' and St George's. We are a Restorative School and this feeds into our Behaviour Policy and our Anti-bullying Policy (which can be found on our website). We encourage children to take responsibility for their actions, to understand the consequences and to put things right. We also start each day as a new day so that children know they can move on.
- For children who have particular difficulties, we prepare step by step plans to help them build the relationship skills that they need to make the right choices independently. We carry out very few exclusions at St Giles' and St George's as we believe that only through regular attendance can we support change.

How do you support children who are looked after by the local authority and have SEND?

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#### **Keeping students safe and supporting their wellbeing**

- The school has a designated teacher for LAC who liaises with the school SENDCO to support target setting and to analyse progress

**Please see the school's LAC policy**



## Working Together

Who is involved in my child's education?

*The class teacher should always be a parent's first port of call, if they are concerned about their child's progress.*

*Other key staff are available to meet on request:*

*Mrs L Fry - Special Educational Needs Coordinator*

*Mrs H Booth -Deputy Headteacher*

*Mrs C Pointon -Headteacher, Designated Safeguarding Lead*

*Mrs E Alcock -Assistant SENCO*

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- The school uses the Edukey provision mapping tool to disseminate information, this includes a messaging tool and is comprehensive in sharing information between staff SENCO and parents
- Regular staff training is delivered to ensure staff receive regularly updates to understand a child's need and the best ways to offer support.

What expertise do you have in relation to SEND? **(IRR)**

- The school has a school development plan, including identified training needs for all staff, to improve the teaching and learning of children including those with SEND and to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the AIT Outreach service etc. Training takes place on a regular basis.
- Medical training to support pupils with medical care plans such as epi-pen training is also carried out regularly.

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### Working Together

- As a staff, we have regular training and updates of SEND conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly. Mrs L Fry (the SENDCO) has the National Professional Qualification for Headship (NPQH) and is currently completing an National Professional Qualification for SEND.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Support, SENIS, Autism Inclusion Team and the Educational Psychologist. We also work closely with the Health division including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We work very closely with Social Care. Where necessary, the school may seek support from outside services. This will be discussed with you and a referral made with your permission.

Who would be my first point of contact if I want to discuss something?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENDCO
- The Headteacher

Who is the SEN Coordinator and how can I contact them? *(IRR)*

*Our SENDCO is Mrs L FRY. You can contact her by contacting the school office on 01782 917640*

What roles do your governors have? And what does the SEN governor do?

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### Working Together

Our Governing Board fulfils its statutory duty towards pupils with SEND or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the Governing Board ensures:

- arrangements are in place in school to support pupils with medical conditions.
- a SEND information report is published annually.
- there is a qualified teacher designated as an SENDCO for the school.

In addition, our Governing Board works with the SENDCO and Headteacher in determining the strategic development of the SEND policy and provision, including establishing a clear picture of the resources available in the school.

How will my child or young person be supported to have a voice in the setting, school or college? **(IRR)**

- Pupil voice
- Individual interviews relate to ADPR conducted by teachers

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

All parent governor vacancies are advertised on the school website and school newsletter

What help and support is available for my family through the setting? **(IRR)**

- The Family support worker is available for informal support on a daily basis
- The SENDCO will work with families to complete paperwork and collect evidence
- Regular meetings are held with parents to give them the opportunity to ask for specific help
- Senior Leaders will complete an EHA if a family requires additional support.

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### Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? **(IRR)**

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## Inclusion & Accessibility

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Risk assessments are carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. A suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. We try to encourage our children to be independent but at times it may be necessary for their parent or carer to join us on the trip to support their child. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided. After school clubs are available to all pupils and adjustments will be made to support their participation. Health and safety audits will be conducted as and when appropriate.

How accessible is the setting's environment?

St Giles' and St George's CofE Academy is situated on two floors and can mostly be accessed by wheelchair. We have a lift to allow access to the upper floors and we also have a disabled toilet. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all. We have an accessibility plan, which is available to view.

Is the building wheelchair accessible?

Fully Accessible ☒

Partially Accessible ☐

Not Accessible ☐

Details (if required)

Access to the upper floors is available via a lift

## Inclusion & Accessibility

**Are disabled changing facilities available?**    Yes ☒

No ☐

KS1 crush area has disabled changing facilities

**Are disabled toilet facilities available?**    Yes ☒

No ☐

2 disabled toilets available

**Do you have parking areas for pick-up and drop-offs?**    Yes ☒

No ☐

Details (if required)

**Do you have disabled parking spaces for students (post-16 settings)?**    Yes ☒

No ☐

Details (if required)

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Inclusion & Accessibility

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Joining and moving on
Who should I contact about my child or young person joining your setting? <i>(IRR)</i>
<i>If you are interested in your child joining our setting please contact the school office on 01782 917640. Further information about admissions can be found on the website: <a href="https://www.stgilesstgeorgesacademy.co.uk/page/?title=Admissions&amp;pid=31">https://www.stgilesstgeorgesacademy.co.uk/page/?title=Admissions&amp;pid=31</a></i>
How can parents arrange a visit to your setting, school or college? What is involved?
Parents are welcome to contact the school office on 01782 917640 to arrange to come into school to look around and speak to either the headteacher or deputy headteacher.
How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? <i>(IRR)</i>
<i>We recognise that ‘moving on’ can be difficult for all children, but especially for a child with SEN or disabilities and take steps to ensure that any transition is as smooth as possible.</i>
<i>Joining St Giles’ and St George’s:</i>
<ul style="list-style-type: none"> <li><i>We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings.</i></li> <li><i>Induction events take place during the summer term for all children who are joining the Foundation Stage in September.</i></li> <li><i>Previous schools contacted for information sharing.</i></li> </ul>

## Joining and moving on

- *We encourage the children to visit for a taster day before starting*

### *When moving classes at St Giles' and St George's:*

- *Information will be passed on to the new class teacher IN ADVANCE and a 'handover' planning meeting will take place with the new teacher. All ADPRs will be shared with the new teacher.*
- *Transition to new class is facilitated by sessions during the summer term with new class teachers and environment.*

### *If your child is moving to another school:*

- *We will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.*
- *We will make sure that all records about your child are passed on as soon as possible.*

### *In Year 6*

- *Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.*
- *Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition. This includes attending any reviews prior to transition.*
- *The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.*

*In all situations, we liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.*

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#### Additional Information

What other support services are there who might help me and my family? **(IRR)**

<https://www.staffs-iass.org/home.aspx>

When was the above information updated, and when will it be reviewed?

This SEN Information Report is intended to give you clear, accurate and accessible information. This report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school and is therefore subject to change. Part of this review process will involve contributions from parents. If you would like to comment on the content of the report or make suggestions to improve the information, please email [louise.fry@stgg.org.uk](mailto:louise.fry@stgg.org.uk)

Where can I find Staffordshire's Local Offer? **(IRR)**

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

What can I do if I am not happy with a decision or what is happening? **(IRR)**

Parents can give feedback in a number of ways, through the Edukey system, via phone, e-mail dojo or in person

- The schools complaints policy can be found here:

<https://threespirestrust.org/policies/> - Trust-Policies

Type of Setting (tick all that apply)



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### Additional Information

- |   |  |                                      |   |                                  |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream        | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special     |   |                                  |
| <input type="checkbox"/> Early Years                  | <input type="checkbox"/> Primary             | <input type="checkbox"/> Secondary   | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained                   | <input checked="" type="checkbox"/> Academy  | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input type="checkbox"/> Other (Please specify below) |  |                                      |   |                                  |

**DFE Number: 3092**

### District

- |   |                                    |   |  |
|---|------------------------------------|---|--|
| <input type="checkbox"/> Cannock              | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth            |
| <input checked="" type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford           | <input type="checkbox"/> South Staffordshire |

**Specific Age range: 3 - 11**

**Number of places: Around 360**

### Which types of special educational need do you cater for? *(IRR)*

- ☒ inclusive mainstream school      ☐ special school

Offer specialisms in. Tick all those that apply.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Resource for autism                              | <input checked="" type="checkbox"/> Resource for social, emotional and mental health                         |
| <input checked="" type="checkbox"/> Resource for cognition and learning difficulties | <input checked="" type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input checked="" type="checkbox"/> Deaf friendly                                    | <input checked="" type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                            | <input type="checkbox"/> Resource for profound and multiple learning difficulty                              |
| <input type="checkbox"/> Resource for severe learning difficulty                     | <input checked="" type="checkbox"/> Resource for speech, language and communication needs                    |
| <input checked="" type="checkbox"/> Visual impairment friendly                       |  |

### Other specialist support/equipment:

- ☐ Specialist technology

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### Additional Information

**Comment:**

- ☐ Rebound trampoline
- ☐ Accessible swimming pool
- ☒ Outreach and family support
- ☒ Bought in support services
- ☒ Sensory room/garden

- ☐ Hydrotherapy
- ☐ Medical
- ☐ Therapy services
- ☐ Hearing loop