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**St George's Church of
England Primary
School
SEN Local Offer
(Information report)**

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SEN offer

Reviewed November 2022

1.Types of SEN we provide for:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or physical needs
<ul style="list-style-type: none">• Autism Spectrum Conditions• Speech and Language Difficulties	<ul style="list-style-type: none">• Dyslexia• Dyscalculia• Dyspraxia• Moderate Learning Difficulties	<ul style="list-style-type: none">• ADHD• Attachment disorder• Mental Illness• Depression• Self harm• Selective mutism	<ul style="list-style-type: none">• <i>Vision/ hearing impairment</i>• <i>Motor skill difficulties</i>

1. Types of SEN provision

<p>Targeted Specialist – Child needs a range of outside specialist support.</p>	<ul style="list-style-type: none"> • Child has multi agency involvement • Child will be working towards, or will already have, a EHC plan. • SENCO to seek advice where necessary from outside specialists. • Training for adults involved in the care of the child to be regularly reviewed. • Specialist assessments are used to recognise steps in learning. • Monitoring of the support given to the child through range of means and by a range of specialists. • Parents are contacted regularly and kept up to date on the day to day progress of the child through a key adult.
<p>Targeted – Child needs resources and support from one or more outside agencies</p>	<ul style="list-style-type: none"> • ‘Cycle of support’ put in place using resources from within school. – class provision mapping in place and reviewed regularly • Advice sought by SENCO to outside agencies. • Child may be working towards , or already have, a n EHC plan in place. • Additional Training may be needed to support the child in school. • Additional arrangements and time will be needed in order for the child to receive specialist support. • Monitoring by SENCO and other outside specialists. • Child may be part of a TAC/PSP or other multiagency support
<p>Universal Targeted – Needs are not being met through QFT</p>	<ul style="list-style-type: none"> • First point concern form received by SENCO • ‘Cycle of support’ put in place using resources from <u>within school</u>. – class provision mapping • Progress monitored through analysis of extra and additional support that has been given • Monitoring by SENCO through individual observations of the child • Half termly ‘Structured Conversations’ with parents to discuss progress of child and next steps- set up and delivered by Class Teacher (SENCO may attend if required). • Use of additional assessments , where needed.
<p>Universal – has an identified additional need but is progressing well</p>	<ul style="list-style-type: none"> • Needs met through quality first teaching • Advice sought through Phase Leader and other teachers • Progress monitored through Pupil Progress Meetings and data captures • Monitoring by inclusion Manager through Learning Walks/ Book Scrutinies/ Pupil Interviews • Parents evenings used by Class Teacher as a time to share what is working well and next steps for the child • Training for students and NQTs. • Access to training as appropriate. • Whole school policies and procedures in place.

2. The academy SEN policy can be found :

St George's CofE School
SEND policy follows
the guidelines provided by
The Department for Education
in their document:



<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Our SEND policy can be viewed under the SEN area of our website.

<http://www.aspire.school/page/?title=Special+Educational+Needs+and+Disabilities+%28SEND%29&pid=82>



3. Contacting the SENCO.

SENCO – Mrs Emma Pennell
Tel 01780 763654

senco@aspire.school

The SENCO can :

- **Offer advice about how to identify if your child has any special educational needs.**
 - **Suggest ways to support your child at home**
 - **Make referrals to outside agencies**
- **Lead multi-agency meetings to make sure your child's needs are met in school**
 - **Provide advice on any family needs and suggest who can help**
- **Should you wish to speak or meet with the senco then please ring the school office or speak with a member of our office staff to make an appointment.**

Or the Governing Body Member responsible for SEN is:

Megan Williams

3. Contacting the SENCO, if you have a Concern.



Firstly, raise any concerns with your child's class teacher.

The SENCO will always be happy to talk to you either face to face, by phone, or by email.

The Head of School is also always happy to discuss your concerns.

4. Teaching pupils with SEN

All pupils with SEN are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible but appropriately challenging for all pupils. Pupils have access to all aspects of the curriculum unless otherwise stated in a published EHC plan.

The quality of every teachers' provision for pupils with SEN is observed, monitored and challenged as part of the school's quality assurance processes and the teachers' annual performance management arrangements.

The federation provides regular training throughout the year to support teachers in addressing specific SEN ensuring that pupils receive 'quality first teaching'.

Our aim is to encourage and prepare all pupils to become independent learners.

Some classes provide additional support in the classroom to help pupils access the lessons. Special Access Arrangements may be put in place for examinations. Targeted pupils may access additional learning opportunities to help them catch up.

4. Teaching pupils with SEN - Differentiation

We always aim to have an engaging and fun curriculum that all children can access, whatever their needs.

Our teachers have a duty to plan and deliver lessons based on knowing their children well and by adapting lessons quickly so that all children can receive the best outcomes.

We use a wide range of multi sensory resources and visual stimuli to ensure our children can access their learning in class.

Children will receive adult support where necessary to ensure they can access the curriculum.

Children can be provided with a range of access strategies for example: work in chunks, extra processing time and work breaks, this will help to ensure they are able to access the curriculum.



5. Accessing the Curriculum

We will provide the following to support children in their learning:

Adult support where appropriate

Flexible groupings

A wide range of visual and multi sensory resources

Appropriate teaching approach for a child's needs eg. hands on, visual, multi sensory

A range of access strategies such as work in chunks, work breaks, extra processing time

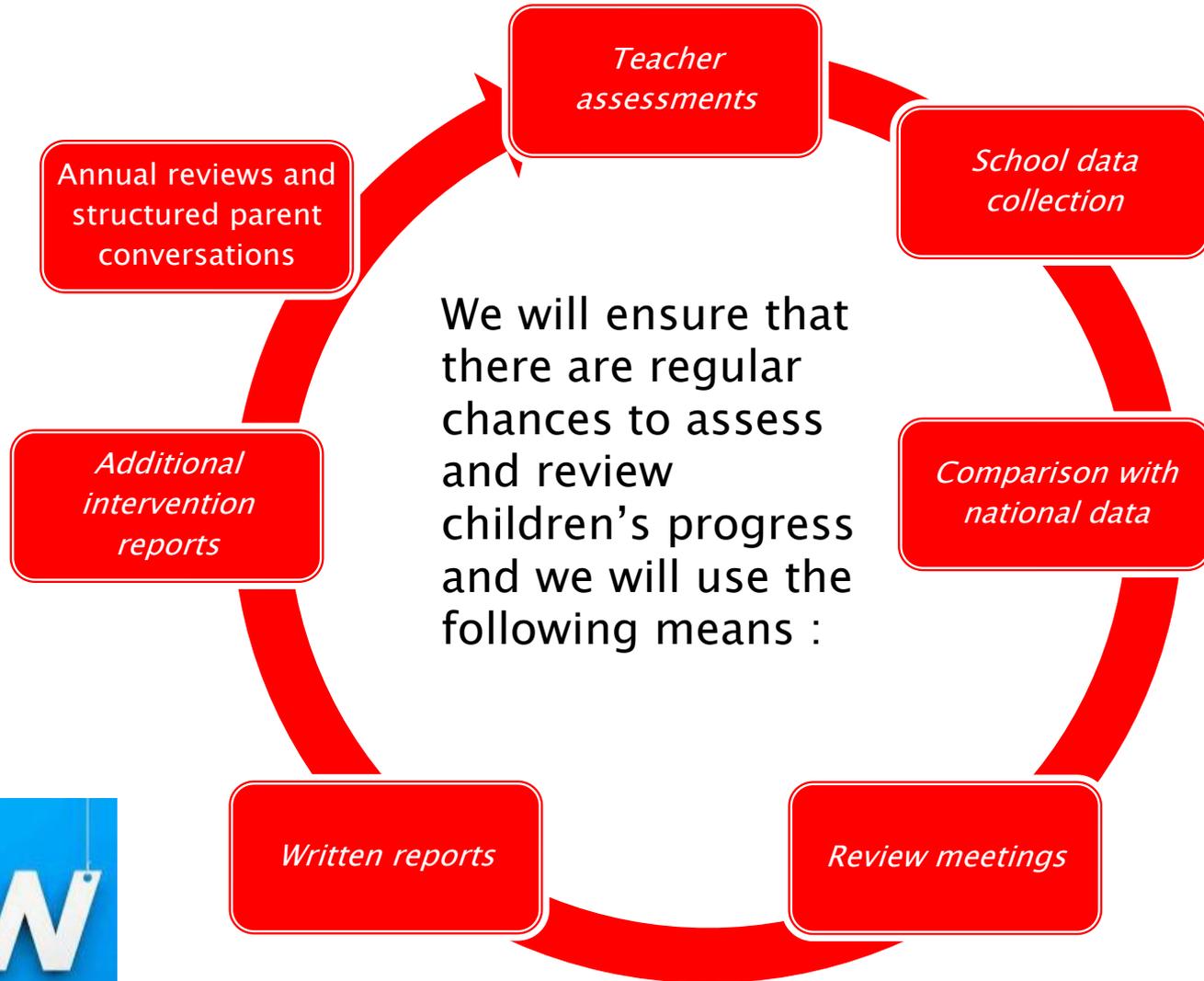
Access to ICT devices eg. iPad, notebook, laptop, voice recorder

Specialist equipment eg sloping boards, pencil grips, calming/fiddle toys, seating cushions, coloured overlays

Individual timetables/schedules

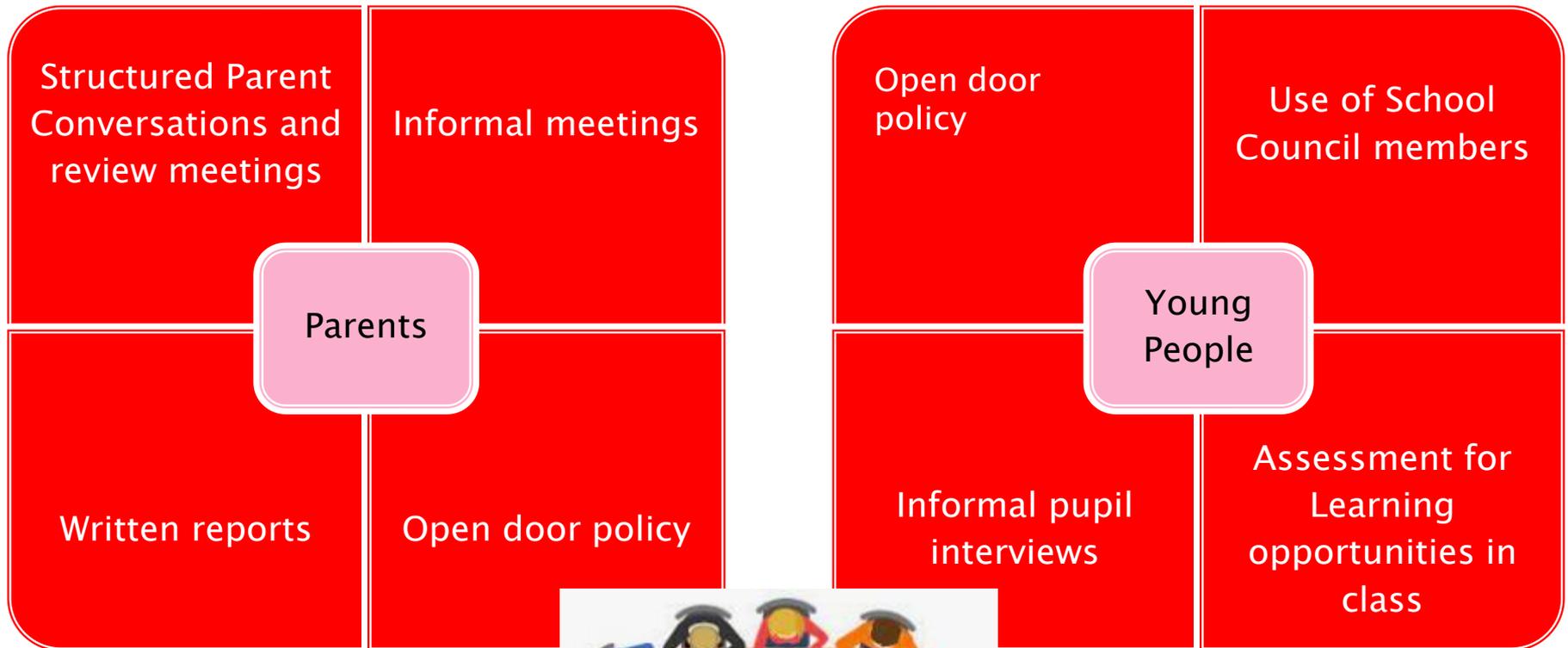


6. Assessing and reviewing pupil progress.

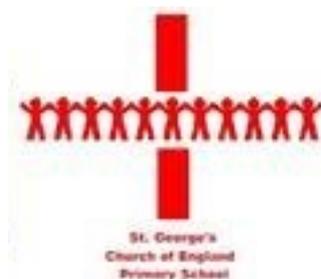


7. Consulting with parents and young people.

- We will ensure that we discuss any additional needs your child may have with all the right people. This will include you, as the parents and the children themselves.



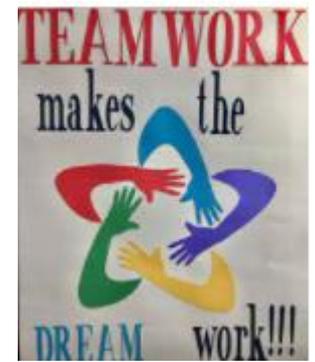
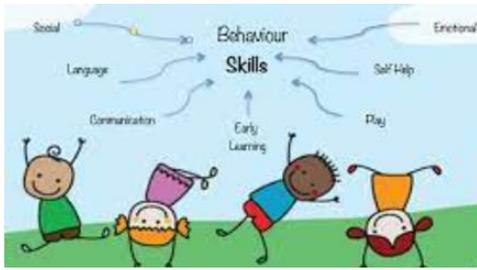
8. Access to the Local Authority SEN offer.



The Local Authority's Local Offer is can be found at:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/localoffer.page?familychannel=2>





Pastoral Support

Counselling via PSP funding

Family Support worker/parent support via BOSS or PSP

Behaviour 1 to 1 support in or out of class

Home School Liaison

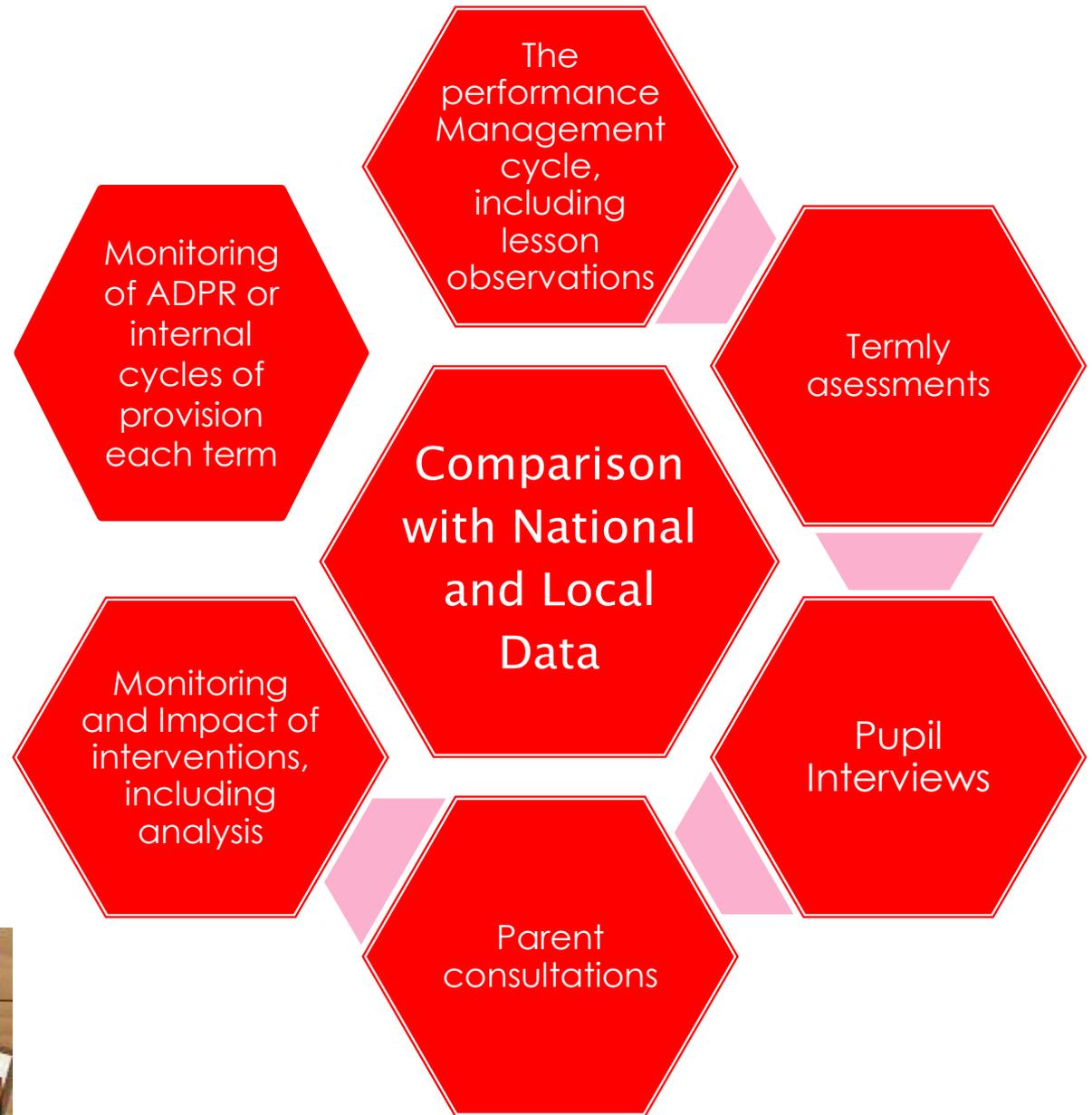
Academic or SEMH 1 to 1 support in class

Social Skills Group Interventions

Forest School Outdoor Education



Evaluating Provision



12. Accessing Enrichment opportunities.

We will provide skilled additional adults to support children, where appropriate.

We will have flexible arrangements to meet the individual needs of children who attend enrichment opportunities.

Accessing enrichment opportunities will be discussed with parents/ carers and any other external agencies so that accessibility needs are met.

We will carry out additional risk assessments and training all adults working with children who have specific needs.

We will look at adult to child ratios and additional resources that may be needed to support individual children when out of school for an educational or residential visit.



13. Identifying and assessing needs.

We do this by:

- Listening to Parental concerns.
- Listening to the concerns of the child.
- By observing the child.
- By using school tracking data for reading, writing and maths
- By seeking advice from outside agencies
- By gathering Information provided by previous setting.

