



Welcome to

St George's Primary School

SEND Information Report

The Inclusion Team

(All staff are responsible for Inclusion)

**Mr Cassidy
(Headteacher)**

**Mrs Binks
(Deputy
Headteacher)**

**Mrs Chambers
(Assistant
Headteacher)**

**Mr Nathan
(Assistant
Headteacher)**

**Mrs Huxley
(SENDCO)**

**Inclusion Champions - Mrs Noakes, Mrs Wall,
Mrs Stewart, Mrs Bennett, Mrs
Bowden-Pickstock**

**Year Group Pastoral TAs
ELSA - Mrs Pickering**

How we Support Children



Highly Personalised

Personalised

Targeted

Universal

Tier 4

This is specialised support with an EHCP.



Very few pupils



Personalised

Targeted

Universal

Tier 3

This is specialist support and may involve outside agencies e.g. Educational Psychologists or the Inclusion Team.



A few pupils



Targeted

Universal

Tier 2

With additional targeted support identified by teachers in mainstream education.



Some pupils



Universal

Tier 1

Quality First Teaching. How every child is taught in mainstream education.



All pupils

What kinds of SEND do we support & Current Numbers?

**Communication &
Interaction**

20

Cognition & Learning

14

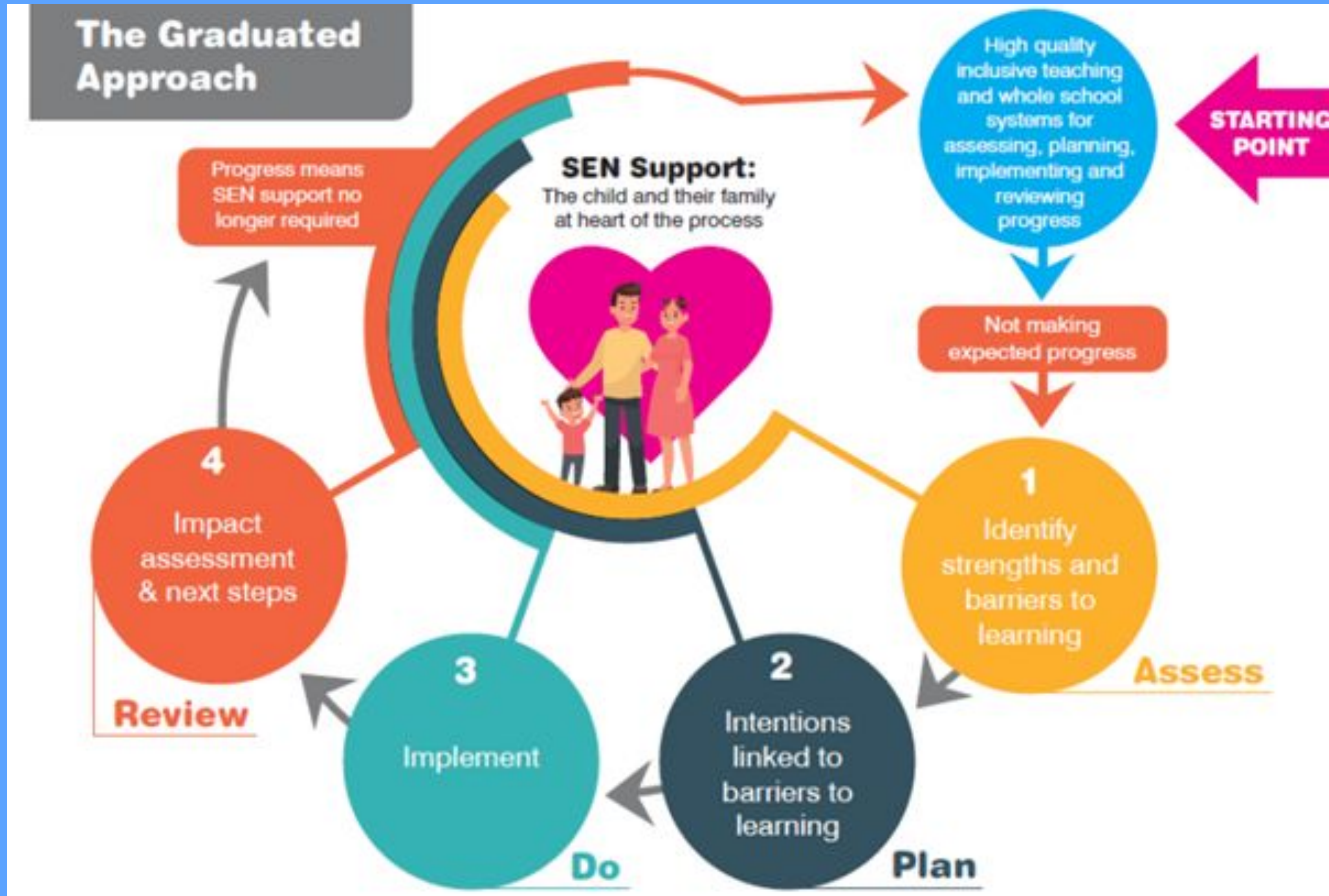
**Social, Emotional & Mental
Health**

14

Sensory & Physical

8

How do we identify SEND?



How do we identify SEND?

Assess

Continual monitoring by class teacher
Termly pupil progress reviews with
teacher, TA, SLT
Assessments e.g.
Quest, STAR reader,
Intervention Monitoring

Plan

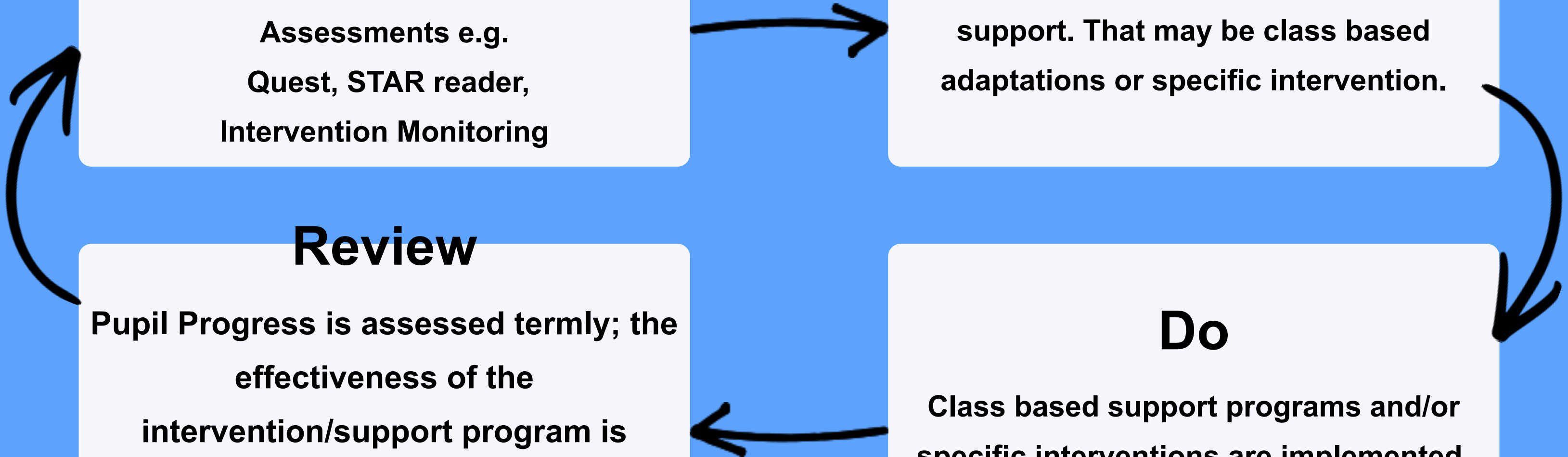
Any children who are not making expected
progress or where we have identified
barriers to learning will need planned
support. That may be class based
adaptations or specific intervention.

Review

Pupil Progress is assessed termly; the
effectiveness of the
intervention/support program is
reviewed and the cycle repeats.

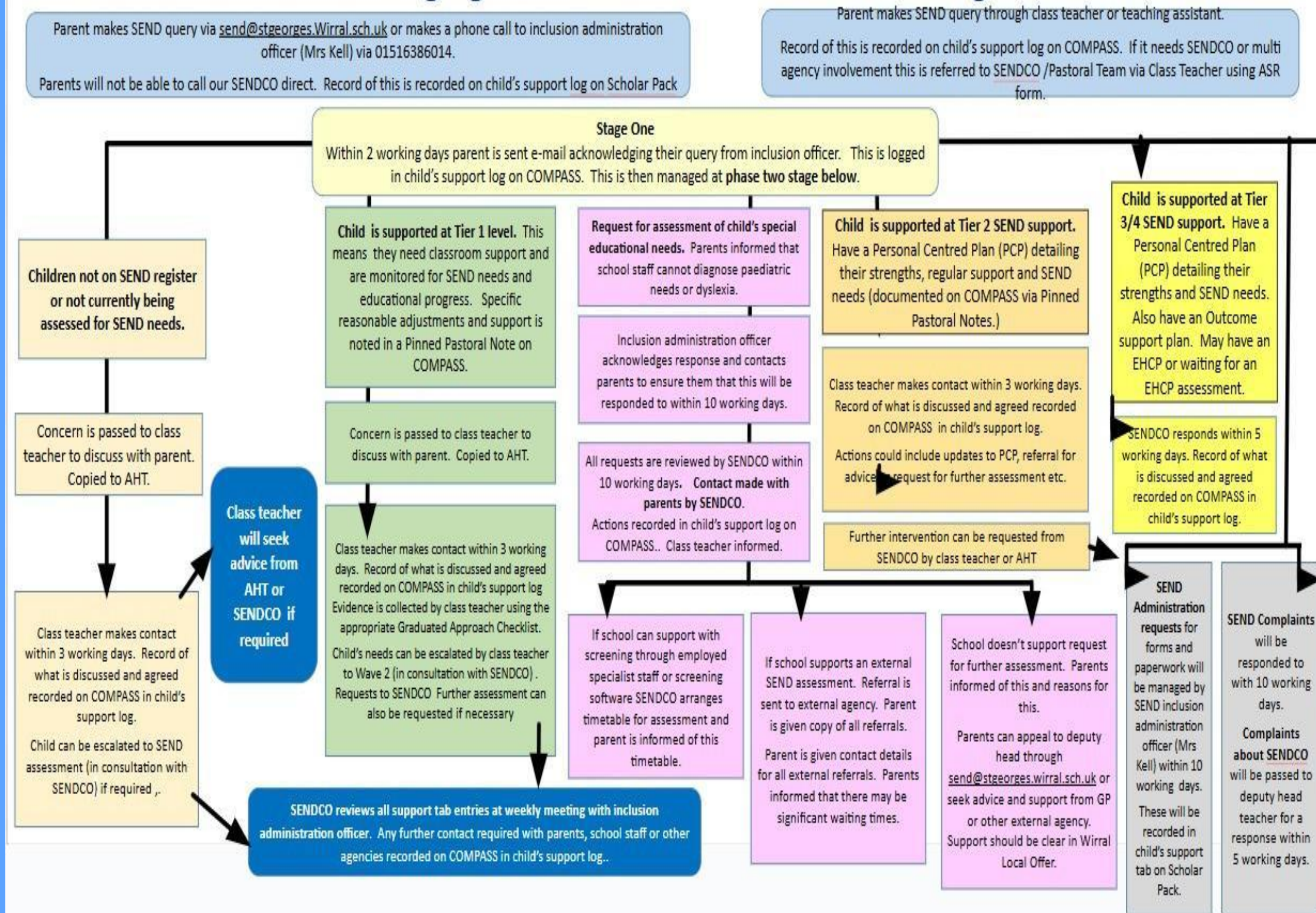
Do

Class based support programs and/or
specific interventions are implemented.



Who can I talk to?

Managing SEND Communication at St George's



How will my child be supported?

We are an inclusive school. Teachers adapt their high quality teaching to cater for the needs of all pupils. We use the EEF guidance 5-A-Day as key principles for our teaching. We are guided in work by the best evidence to ensure that we help our children with SEND thrive. This might include:

**Adaptations
in Class**

**Specific
Group Work**

**Specialist
Groups run by
outside agencies**

**Support/advice
from outside
agencies**

**Targeted
intervention**

**Specified
Individual Support
(Tier 4)**

What types of interventions do you use?

Literacy Based

SNIP
Read Write Inc
Lexia
IDL - Literacy
Small Group

Maths Based

Small group Maths
IDL Maths

Physical

Sensory Circuits
Small group Fine Motor

Social, Emotional, Mental Health

Pastoral TA Debriefs
Lego Therapy
Pastoral TA Group
ELSA

Speech and Language/Communication

WELLCOMM
Listening for Sounds
TA Speech group
Social Group
Speech Therapist weekly support

Working together with parents

How will I know how my child is doing?

Parents Evenings

Meeting with class teacher

For children on the SEND register a copy of their Person Centre Plan (PCP) or Outcome

**Support Plan (OSP) will be available on
COMPASS**

Children with EHCPs will be invited in for a termly meeting to share provision and they will also have an Annual Review

How will you help me to support my child's learning?

- **The class teacher may suggest ways of how you can support your child.**
- **The SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.**
- **If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.**

Working with children

The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them.

Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEND at any time, by speaking to their Teacher, TA or the SENDCO

Working with outside agencies

School-Funded Provision

**Rebecca Pearson Speech
and Language
Educational Psychology
Service**

Local Authority Provision

Educational Psychology Service

SALT (Speech and Language Therapy)

Autism and Communication Team

Educational Welfare Officers (EWOs)

Social Services

Inclusion Team

Hearing/Visual Impairment Services

Family Support Workers

Child Protection Advisors

Early Help

CAMHS/MHST

Outreach Services

Frequently asked questions

How do I raise any concerns I may have?

1st - Class teacher

**2nd - Unit Lead EYFS & KS1 Mrs Binks, Y3/4
Mr Thomas/Mrs Chambers, Y5/6 Mr Nathan**

3rd - SENDCO - Mrs Huxley

4th - SLT

**Please see the Communication Pathway on
slide 8**

What expertise do staff have?

Staff have received training related to SEND.

These have included sessions on:

- **Inclusive Practice**
- **SMART target setting and provision planning**
- **How to support pupils on the autistic spectrum, ADHD, Dyslexia**
- **How to support pupils with social and emotional needs.**
- **How to support pupils with speech and language difficulties.**
- **How to support pupils with physical and coordination needs.**

Frequently asked questions

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all
- accessible toilets at both sites, toilets adapted for disabled users (Upper site).
- wide doors in some parts of the building.
 - a lift in the main Lower Site building
 - a shower/toilet room at Lower Site
- changing beds at Upper and Lower Site

How are school's resources allocated to meet children's SEND?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if they have raised a concern at another time during the year.

Resources may include deployment of staff depending on individual circumstances.

Useful contacts

Wirral SEND Partnership

<http://www.parentpartnership.org.uk/>

SENDLO

<https://www.sendlowirral.co.uk>

send@stgeorges.wirral.sch.uk