

St George Catholic College

SEN Information Report 2021-2022

The SEN Information Report complies with section 69(2) of the Children and Family Act 2014, regulations 51 and schedule 1 of the Special Needs and Disability Regulations 2014.

Our Mission Statement

At St George we ASPIRE to become all that God has created us to be.

St George Values

ACHIEVEMENT
SPIRITUALITY
RESPECT
INDEPENDENCE
RELATIONSHIPS
ENJOYMENT

The different kinds of special educational needs that are provided for at St George Catholic College are:

- **Communication & Interaction**
Speech and Language and communication needs
ASD including Asperger's Syndrome & Autism
- **Cognition & Learning**
Moderate learning difficulties
Specific learning difficulties- dyslexia, dyspraxia, dyscalculia
- **Social, Emotional & Mental Health Difficulties**
Anxiety or depression
Self-harming
Substance misuse
Eating disorders or physical symptoms (medically unexplained)
Attention deficit disorder - ADD
Attention deficit hyperactive disorder - ADHD
Attachment disorder
- **Sensory & or Physical Needs**
Vision impairment
Hearing impairment
Physical disability

Frequently asked questions from the point of view of a parent/ carer:

1. What type of school is St George Catholic College, what special needs do we cater for, and are there eligibility criteria?

Saint George is an 11-16 mixed Catholic College. St George Catholic College is an inclusive school, where all teachers are teachers of children with special educational/additional needs.

We cater for pupils with learning, behavioural, emotional and social difficulties. All pupils are regularly assessed either on entry to the college or at regular intervals through each year.

The college reviews the outcomes of assessments with all stakeholders, ensuring that the needs of any individual can be met.

2. How does St George Catholic College know if children/young people need extra help and what do I do if I think my child has special educational needs?

The college identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.

The college regularly monitors your child's progress in meeting their targets and if they are not making enough progress, they will be highlighted for the attention of our Learning Support Department.

The SENCO may carry out testing to identify specific areas of difficulty, which may indicate provision is required to support additional educational needs. Outside agencies may also be involved. The Special Educational Needs Coordinator (SENCO), Inclusion Lead Assistant, inclusion teacher, ELSA will implement, after consideration with parents, any necessary and appropriate interventions.

Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or teaching assistants, as appropriate.

Work is differentiated to meet individual children's needs. There is careful targeting of individual support for pupils and key information is shared with teaching and learning support staff. Personalised support is put in place for pupils who are not making progress and they are monitored and reviewed.

It can be necessary to provide individual students with a modified timetable to support with the meeting of their needs. This could involve being withdrawn from a planned number of timetabled subject lessons in order to receive intervention such as additional numeracy and/or literacy sessions. A bespoke timetable might be required to support a pupil overcoming a more complex barrier to learning on an individualised pathway, as a short-term measure.

3. How will St George Catholic College and parents know how their child/young person is doing and how will you help to me to support my child/young person's learning?

There are regular parents' evenings with termly mentoring reports. There are termly meetings with your child's tutor giving parents the opportunity to discuss progress and to set targets for the coming term. The SENCO and SEND Team meets parents termly to discuss student's provision, progress and future needs. Parents are informed of any SEN interventions that their child receives.

4. How will St George Catholic College staff support my child / young person?

The Learning Support Department offers access to small group work based on developing an understanding of the subtleties of language, conversational skills, self-esteem, confidence and other social skills.

There is a structured multi-sensory, multi-modal programme of work to develop literacy and numeracy skills with opportunities for over learning and consolidation of concepts. This includes developing foundation skills in reading, writing (spelling and comprehension) and arithmetic.

The Learning Support Department provides selected pupils with opportunities to attend a breakfast and/or lunch club in a friendly and nurturing environment. The department also run a homework club after school every weekday from 3pm until 4pm Monday to Thursday and 3pm until 3.30pm on Friday, as well as an opportunity to seek support before school hours from 8am.

Members of staff are provided with student support information for learners with special educational and additional needs. This is in the form of general information, strengths, learning concerns and advice on strategies for staff, to facilitate a targeted and tailored approach.

Class teachers will plan and oversee your child's education programme whilst being supported by the SENCO. Depending on the intervention required, your child may be working at times in a small group aimed at supporting literacy and/or numeracy.

Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. Learning support or inclusion assistants may then be needed to support your child to be a successful member of the college community.

5. How will the curriculum at St George Catholic College be matched to my child / young person's needs?

Children and young people will have full access to the National Curriculum. The National Curriculum will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.

All our teachers are teachers of children with SEN.

All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Middle and the senior leaders monitor planning. Members of staff are happy to respond to concerns and queries by phone, in person or by email.

6. How is the decision made about what type and how much support my child /young person will receive?

There is a rolling cycle of meetings to discuss the needs of each cohort in the college. These are attended by a member of the senior leadership team, the SENCO, the Progress Leader, the Inclusion Lead Assistant and the ELSA. The Careers Advisor is in attendance for Key Stage 4 meetings

The members of the Learning Support Department meet regularly to discuss the progress of the children they support and keep a log of key observations and findings. They also meet regularly with the teaching staff and heads of department to discuss personalised support and effective intervention programmes.

The college is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- Funding for specific pupils to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

7. How will my child / young person be included in activities including trips run by your setting?

We make every effort to include all pupils in college trips. If an individual risk assessment is required, we will write this in order to ensure that everyone is fully included. Pupils with a medical condition such as diabetes and epilepsy will have an Individual healthcare plan (IHCP).

We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day.

8. What support will there be for my child's overall well-being?

St George Catholic College works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. There is a robust pastoral structure, which places the emotional needs of the child as a high priority.

At St George Catholic College, we run Social Skills groups in Year 7 and Year 8. This is a small group of children usually based in a dedicated room in the school and staffed by supportive adults. Social Skill groups offer a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner.

Referrals to the emotional wellbeing lead practitioner, emotional mental health practitioner, mental health nurse and emotional literacy support assistants are made, as appropriate.

There are close links with professional partners in health, for example, the School Nurse and Emotional Health & Wellbeing Practitioner. We also can refer children to Southampton Advisory Outreach Service (SAOS), Child and Adolescent Mental Health Services (CAMHS) and the Behaviour Resource Service (BRS).

9. What training is provided for staff supporting children and young people with SEND?

The SENCO has a Bachelor of Education degree with Honours and has completed the Statutory National Award for Special Educational Needs Co-ordinators. The LSA team includes a number who have achieved the CASHE Level 2 Certificate or Level 3 Diploma in Specialist Support for Teaching and Learning.

We have three trained emotional literacy support assistants (ELSAs). ELSAs are Learning Support Assistants (LSAs) who have received additional training from and are supervised by, educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.

The school has provided specialist training to members of the learning support team to support their roles as Dyslexia Lead Assistant, Autism Ambassador, Speech & Language Lead Assistant, and Sensory Impairment Lead Assistant. The Inclusion Lead Assistant has received training to support individuals with, social communication difficulties, mental health and attachment needs, adverse childhood experiences and trauma. Training in emotional and mental health first aid has been completed by the Lead Inclusion Assistant to support during individuals in crisis. Staff meet with these students regularly, monitoring their wellbeing, facilitating effective communication and supporting teachers with making reasonable adjustments.

The SENCO provides a range of INSET to school staff and trainee teachers on the Code of Practice, role of the teaching assistant, maximising student participation, curriculum access and the achievement of children with special educational/ additional needs. Additional training is also provided to early career teachers, trainee teachers and new members of staff, focusing on school SEND procedures and provision.

Teaching Assistants are trained in Catch Up Literacy & Numeracy.

Teaching faculties have a SEND Champion, whose remit is to keep SEND on the department agenda, to advocate for SEND and help develop inclusive practices within the department. Departments can also request support and INSET from the SENCO for specific purposes or generic training.

Senior Leader, Middle Leader and whole-school INSET focusing on specific needs is included where appropriate, on staff training days and during twilight sessions. Inclusive strategies to complement the school's principles of high quality teaching focus are provided and condition information pages for a range of special educational needs and disabilities are located on the college SEND network drive, to support members of staff with their understanding.

10. How accessible is your education setting (indoors and outdoors)?

St George Catholic College is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the college community.

We make every reasonable adjustment possible. The main college building has three levels with stairs to each, although where logistically possible and reasonable, we would move a class downstairs in order that a pupil could access this. The ICT department is located on the top floor, which includes the college computer suites. The new Science, Technology and MFL block has a lift.

There are accessible toilets and a shower on the ground floor in Trinity, the inclusion learning support centre. The college has designated disability-parking bays and steps are painted in high visibility paint.

11. How are parents / young people currently involved in your education setting? How can I get involved and who can I contact for further information?

St George actively seeks to work with parents / carers and values the contributions they make. New parents are encouraged to join the 'Friends of St George'. This is a social group who organise fund raising events for the college.

Parents are actively encouraged to help their child in many ways, for example hearing their child read and learning spellings. Parents are encouraged to attend Parents' Evenings, Mentoring Days and SEND review sessions, where their child's progress is discussed with subject teachers, tutor or SEND teams. These occur physically on-site or as virtual audio/visual meetings using the School Cloud communication application.

Effective communication is achieved through regular contact with home, either through letters, telephone calls, text messages, email or the pupil's planner. New and prospective parents can attend the Open Evening in the autumn term and the open mornings in the autumn and summer terms. The SENCO attends these events and the Year 6 settling in evening to support with transition.

12. What steps should I take if I have a concern about the school's SEND provision?

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the procedure outlined in the college Complaints Policy can be followed.

13. What specialist services and expertise are available at or accessed by the school?

Children with SEN/D in college may also be supported by external agencies and parents are consulted. The Deputy Headteacher for Pastoral, SENCO, Inclusion Teacher and the Inclusion Lead Assistant co-ordinate the liaison with multi-agencies, with referrals supported by class teachers and support staff.

It is the responsibility of the Deputy Headteacher for Pastoral, SENCO and the Inclusion Lead Assistant to organise external support and maintain records.

The main external support agencies used by St George Catholic College include professionals such as Child and Adolescent Mental Health Service, Social Care, Educational Psychology, Occupational Therapy, No Limits, Hampshire Autistic Society

Ethnic Minority Service, Speech and Language Service, Physiotherapy, The Parent Partnership, The Secondary Behaviour Support Service (BRS) and Specialist teachers for children who have physical difficulties, specific learning difficulties and visual and hearing impairments (*this is not an exhaustive list*).

The Deputy Headteacher for Pastoral, SENCO and the Inclusion Lead Assistant co-ordinate the liaison and multi-agency working to support children with disabilities. The Deputy Headteacher for pastoral is the school lead for Looked After Children (LAC) and works in partnership with the Southampton Virtual School and Children's Social Services. The SENCO, Inclusion Lead Assistant and ELSA, support with the monitoring and implementation of intervention requirements outlined in the child's termly action plan.

14. How will the school prepare and support my child / young person to join the school, transfer to a new school, or transition to the next stage of life?

St George Catholic College prepares children for changes and provides support to manage unpredictable events and at times of transition between primary and secondary and further education.

The SENCO supports the whole school transition programme along with the new Year 7 Progress Leader and the Learning Support Team. Liaison is maintained with primary Year 6 teaching staff, support staff and SENCOs from feeder schools. In some cases, it may be necessary for a college representative to meet the child in their home and/or environment prior to entry.

An additional transition day is run students in schools where a small number are transferring to St George as well as for vulnerable students, to facilitate the building of friendships and reduction of anxiety before the citywide Year 6 Transition Day. Where then is a need, further transition is arranged for individual students with a bespoke package planned. There are regular visits between St George Catholic College and the primary schools in our Catholic cluster throughout the year, which provides children with opportunities to meet teaching staff from St George Catholic College.

Transition to further education is coordinated between the St George SENCO, Inclusion Lead or careers advisor and the Post-16 settings SEN Lead. Progress Leaders and the school's careers advisor will also be involved with supporting the move to college. Taster days and activities at a number of colleges feature regularly in the college calendar and are available to all years, particularly for Years 10 and 11. Our inclusion assistants and ELSAs support with accompanying vulnerable students on visits to build confidence, reduce anxiety and support with the planning future transport arrangements.

If your child has an Education Health Care Plan, or you are a carer, then your child's needs can also be discussed in conjunction with a personal advisor from Southampton SEND 0-25 Services. The advisor will liaise between St George and the college SENCOs.

15. Where can I get further information about services for my child / young person?

The college always responds to any concerns raised by parents.

Your first point of contact if you want to discuss something about your child is your child's tutor.

You can contact the SENCO (**Gregory Prout**) or your child's Progress Leader or any members of the school leadership team, if you still have any concerns.

If you would like to apply for St George Catholic College, please see the website for details and contact the college to arrange a visit.

Please follow the link below to Southampton's and Hampshire's Local Offer
<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=o>
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Policies that you might find interesting are:

SEN/D Policy
Careers Policy
Curriculum Policy
Accessibility Plan
This plan complies with paragraph 3 of schedule 10 to the Equality Act 2010
Behaviour Policy

Admissions Policy
Safeguarding/Child Protection
Complaints Policy

These policies can be found on our Policies page of our website.

<http://www.stgcc.co.uk/>