

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:

- **Communication & Interaction**
Speech and Language and communication needs
ASC 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
Eating disorders or physical symptoms (medically unexplained)
Attention deficit disorder - ADD
Attention deficit hyperactive disorder - ADHD
Attachment disorder

- **Sensory and/or Physical Needs**
Sensory processing disorder
Vision impairment
Hearing impairment
Physical disability

Frequently asked questions from parents/carers:

1. What type of school is St George Catholic College, what special needs do you cater for and is there an eligibility criterion?

St George Catholic College is an 11-16 mixed Catholic College. It 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 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 informed of any concerns regarding their children's progress.

The college regularly monitors progress in meeting targets and if students are not making enough progress, they will be highlighted for the attention of the subject leader, pastoral team and the Learning Support Department.

The Special Educational Needs Coordinator (SENCO) or member of the Learning Support Department 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. In partnership with parents, the SENCO, Inclusion Lead, Inclusion teacher, Access Arrangement Coordinator, Neurodiversity Coordinator or ELSA will plan and implement 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. As part of our graduated response, personalised support is put in place for pupils who are not making progress, which is monitored and reviewed.

Targeted literacy and numeracy intervention groups are planned and led by subject specialists to ensure students with particular needs are spending this time with the most qualified staff to maximise impact. 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 social communication skills, additional numeracy and/or literacy sessions. A bespoke timetable might be required to support an individual student overcoming a more complex barrier to learning on an individualised pathway, which can be provided as a short-term measure to a very limited number at a time.

3. How will both St George Catholic College and the 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. To support this, there are also termly meetings with the tutor, giving parents the opportunity to discuss progress and to set targets for the coming term. The SENCO and Learning Support Department communicates with parents regularly to discuss concerns, needs and SEN provision. Parents are informed of SEN interventions that their child receives. Parents can contact the Progress Leader, SENCO, Inclusion Lead and Learning Support Department at any time to discuss their child's learning and pastoral care.

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 a range of 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 runs 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 needs to support the planning of and delivery of their high-quality teaching and learning. 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 adapted and modified to suit each child's academic and personal development.

All of our teachers are teachers of children with SEN.

All teachers plan to make learning accessible to everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored by both middle managers and the senior leadership team through regular line management. 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 and the ELSA. The Careers Advisor contributes to the Key Stage 4 meetings.

The Learning Support Department have a twice weekly briefing/meeting to discuss the progress of the children and groups being supported. The 'Trinity Referrals' group meet regularly to discuss students and provision.

The amount of support is determined by progress and need, with the focus being on intervening at the source of learning, as high-quality inclusive teaching is where the most positive impact is achieved. Support starts with the classroom climate.

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?

A range of enrichment opportunities are on offer for students and 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. The Learning Support Department plan additional activities and trips to support student enrichment. Students with a medical condition such as diabetes and epilepsy will have an Individual healthcare plan (IHCP).

We will also help prepare targeted students for any changes in their school day, such as school trips, awards ceremonies, activities week and sports day. Support is also provided in advance of transitions from one year group to the next.

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 learning, 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 smaller group of children usually based in a dedicated room in the school and staffed by supportive adults. Social Skills groups offer a short term, focused, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner. Wellbeing morning groups are also run for our neurodivergent students to provide a safe place to share experiences, interests, concerns, achievements and opinions.

Referrals to the emotional wellbeing lead practitioner, emotional mental health practitioner, mental health nurse Saints Foundation Champion 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 Building Resilience & Strength Team (BRS).

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

The SENCO has a Bachelor of Science Degree with Honours, Post Graduate Certificate in Education and will be undertaking the Statutory National Award for Special Educational Needs Co-ordinators in the 2023-24 academic year. 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. The school has a 'Creative Education' training subscription with members of staff directed to specific online training and signposted to others.

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 Department to support their roles as Access Arrangements Coordinator, Neurodiversity Coordinator, Dyslexia Lead Assistant, Speech & Language Lead Assistant, and Sensory Impairment Lead Assistant. Staff meet with these students regularly, monitoring their wellbeing, facilitating effective communication and supporting teachers with making adaptations and reasonable adjustments.

The SENCO and Inclusion Lead 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.

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

Whole-school INSET focusing on specific needs is included where appropriate on staff training days and during twilight sessions. SEND information and Inclusive strategies to complement the school's principles of high-quality teaching focus are provided in the SEND, Teachers Handbook, 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 to ensure 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 around the site and a shower on the ground floor in the inclusion, learning support centre's (Trinity) accessible toilet. The college has designated disability-parking bays and steps are painted in high visibility paint.

Further information is outlined on the college accessibility plan, which covers:

- Our approach to increasing the extent to which disabled pupils can participate in the curriculum.
- How we plan to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improvements in the availability of accessible information to disabled pupils

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 support with learning spellings. Parents are encouraged to attend Parents' Evenings, Mentoring Days and meetings with the Learning Support Department and SENCO, where their child's progress is discussed with subject teachers, tutors or the SEND team. These occur physically on-site or as virtual audio/visual meetings using Microsoft Teams or the School Cloud communication application.

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

12. How do we know if the support is effective?

Monitoring progress is an integral part of our teaching and learning at St George Catholic College. We follow a graduated response and use the assess, plan, do, review model, ensuring parents/carers and children are involved and that children's progress is successfully and carefully tracked. Additional provision selected to help a child comes as a result of communication and liaison between an appropriate combination of the teacher, Head of Department, Progress Leader, SENCO, Inclusion Lead, learning/inclusion support practitioner, parent and child.

Children, parents/carers and their teaching and support staff are involved in the reviewing process. Part of the review process can be built into classroom lessons, the intervention itself, or it can be a formal meeting where we all discuss progress and the next steps, such as at parents' evenings, mentoring day appointments or for longer meeting, as needed. If a child has an education health and care plan (EHCP), termly review conversations take place as well as a full review of the EHCP annually.

13. 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.

14. 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, SENCO, Inclusion Teacher, Neurodiversity Coordinator and the Inclusion Lead liaison with multi-agencies, with referrals supported by class teachers and support staff.

It is the responsibility of the Deputy Headteacher for Pastoral, Inclusion Lead and SENCO to organise external support and maintain records. This is in support from the Neurodiversity Coordinator, Access Arrangements Coordinator and Progress Leaders

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, Southampton Advisory Specialist Outreach Service (SAOS) Occupational Therapy, No Limits, Hampshire Autistic Society, Speech and Language Service, Physiotherapy, The Parent Partnership, The Building Resilience & Strength Team (BRS) and Specialist teachers for children who have physical difficulties or visual and hearing impairments (*this is not an exhaustive list*).

The Deputy Headteacher, SENCO and the Inclusion Lead co-ordinate the liaison and multi-agencies working to support children with disabilities. The Deputy Headteacher 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, Neurodiversity Coordinator, Access Arrangements Coordinator and ELSAs, support with the monitoring and implementation of intervention requirements outlined in the child's termly action plan.

15. Arrangements for The Admission of Students with Disabilities

The admission of students with disabilities is considered, in the first instance, in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate students with disabilities should parents wish. Steps are taken to prevent any students being treated less favourably than other students. In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum, including sport and music
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- providing written information for students with disabilities in a form which is user friendly

- using language which does not offend in all its literature and making staff and students aware of the importance of language

Existing facilities provided to assist access to the school by students with disabilities are:

- Wheelchair access to the majority of the school site
- Where appropriate, classrooms are carpeted to aid hearing impaired students' learning.
- Exterior lighting to improve evening access.
- Disabled toilets located within each of the main school buildings
- Disabled parking spaces

16. 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, as well as at times of transition between primary and secondary and further education.

The SENCO and the Learning Support Department support the whole-school transition programme, led by the Assistant Headteacher responsible for transition and Year 7 Progress Leader. 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 for 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 there is a need, further transition is arranged for individual students with a bespoke package planned. There are visits between St George Catholic College and the primary schools in our Catholic cluster, during the year, providing children with opportunities to meet teaching staff from St George Catholic College.

Transition to further education is coordinated between post-16 settings and the St George SENCO, Inclusion Lead, Neurodiversity Coordinator or Careers Advisor. Progress Leaders and the 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. The Learning Support Department assist with accompanying vulnerable students on visits to build confidence, reduce anxiety and support with the planning of future transport arrangements.

If your child has an Education Health & Care Plan or if you are a carer, then your child's needs can 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.

17. 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 (Samuel Guyer), 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 a place at 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

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

<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.

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