



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

St George's CE Primary School **School Offer-reviewed Autumn 2025**

**In accordance with
The Children & Families Act
and the
Special Educational Needs and Disability Code of Practice/ Equality Act**

Headteacher: Mrs D. Grindrod

Special Educational Needs and Disabilities Co-ordinator: Mrs Ann Ball/Headteacher

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At St George's CE Primary School children are identified as having SEND (Disabilities or Special Educational Needs) through a variety of ways including the following:-

- Liaison with Nursery school/previous setting
- Data analysis and monitoring of progress - child performing below age related expectations
- Concerns raised by parent
- Concerns raised by teacher; for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies, e.g. behaviour support and learning support
- Health diagnosis through paediatrician.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher in the first instance they will be able to give you information and next steps.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

HOW WILL SCHOOL SUPPORT MY CHILD?

- Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group
- If identified as needing additional support pupils are given an ISP (Individual Support Plan) that aims to close gaps in the identified areas of need:
 - Communication and Interaction
 - Cognition and Learning.
 - Social, Emotional and Mental Emotional Health.
 - Sensory and/or Physical.
- Teachers are responsible for updating ISP's in collaboration with families and setting the next steps in the pupils learning journey. Pupils requiring an ISP will be given additional support within the classroom either during English and or Math sessions and or when needed; for example: during PE sessions if a pupil has a physical disability
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. Class teachers adapt work, use different resources/teaching aids and TAs in class to support children with SEND.
- There may be a teaching assistant (TA) working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher and SENDCo. The regularity of these sessions will be explained to parents when the support starts and will be recorded on your child's ISP.



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- Some pupils also require 1:1 support within the classroom for specific learning difficulties. Pupils requiring 1:1 support are provided with an Education and Health Care Plan, subject to application from the Local Authority. EHC Plans are reviewed annually. Pupils with a plan are given support dependent on their level of need.
- St George's offers a range of intervention activities to support learning and break down children's barriers.
- We support children with a range of needs.
- Reports and guidance from other professionals are implemented by the class teacher and shared with families.
- SENDCo co-ordinates the overall process and is available to discuss this with parents and families.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of parents' evening) to discuss your child's needs, support and progress. This will give parents/carers the opportunity to discuss and evaluate their child's Individual Support Plan (ISP) and write targets for their next plan.
- For further information the SENDCo is available to discuss support in more detail.
- If your child has support from an outside agency, regular opportunity to discuss progress with them will be made.

HOW ARE THE SCHOOL GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCo reports to the governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- There is a designated SEND governor who meets regularly with the SENDCo. They also report to the governors to keep all informed.
- The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched/adapted at an appropriate level so that all children are able to access the curriculum according to their specific needs. This may be through: different resources, different activities, word cards, social stories, now and next cards, individual reward charts, adult support, individual rewards, individual work stations.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers; therefore, we take all reasonable steps to keep communication channels open and to communicate regularly, especially if your child has complex needs.
- If you and the class teacher, with discussion with the SENDCo, decide that your child would benefit from additional support then they will have an **Individual Support Plan (ISP)** devised, which will have individual targets. This is discussed and reviewed at least **three** times a year with parents/carers input requested. This is available to view and add to by parents throughout the year on Provision Map, a copy will also be given to take home if requested. This is part of a Graduated Approach to Assess, Plan, Do and Review the provision for our SEND children. The targets set are **SMART (Specific, Measurable, Achievable, Realistic, Time-scaled)** targets with the expectation that the child will achieve



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the target by the time it is reviewed. If these targets are English or Maths based, they will also be recorded in the front of your child's books.

- If your child has complex SEND needs they may have a Statement of SEND or an Education, Health and Care Plan (implemented in September '14 to replace Statements), which means that a formal annual meeting will take place to discuss your child's progress.
- If your child works with a member of staff from an outside agency, eg Specialist Teacher, Speech and Language Therapist, SEMH (Social, Emotional and Mental Health) Teacher, opportunities for assessment/ review are built in throughout the year and progress and reports are discussed with parents /carers. All reports are shared with families with the opportunity to discuss any questions.
- Your child may need to be part of the TAF/TAC/TAS (Team around the family/child/school) process if they have a variety of needs. These meetings will take place more regularly depending on an EHA (Early Help Assessment) of needs.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING ?

- As a school, we measure children's learning against age related, national expectations and personal targets.
- The class teachers continually assess each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods.
- Children who are not making expected progress are identified through review meetings between the class teacher and the Headteacher or Deputy Headteacher. In these meetings, discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's ISP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed and the target may then be adapted into smaller steps, or a different approach may be tried to ensure the child does make progress.

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL ?

- We are an inclusive school: we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, s/he would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. In school we also have a Pastoral and Family Liaison Manager who works with groups and individuals to support their well-being.
- Both the SENDCo and Pastoral and Family Liaison Manager work alongside many outside agencies, such as Specialist teachers, Health, Social Care, Educational Psychology, Inclusion, CAMHs (Children and Adolescent Mental Health Services), Autism Team, Speech and Language Therapists, Primary Jigsaw, Parent in Partnership and the SEND team in the Local Authority, to support children in our school.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES ?

- The school has a policy regarding the administration and managing of medicines on the school site. (The policy is available from the school office.)
- Parents need to contact the school office if medication is prescribed by health professionals to be taken during the school day. The office will then ensure that class teachers are aware of the medication and that it is administered correctly.
- On a day-to-day basis, the office staff generally administer any prescribed medicines. They do not administer **non-prescription** medication.



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- As a staff we have regular training and updates of conditions and medication affecting individual children, eg epilepsy, asthma and diabetes, so that all staff are able to manage medical situations.
- If your child has been hospitalised, school will be informed by the school nurse and a Health Care Plan will be put in place.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE ?

- As a restorative school we have a very positive approach to all types of behaviour with a clear policy for all.
- If a child has behavioural difficulties, a plan will be made alongside the child and parents to identify the specific issues, putting relevant support in place and set targets. School are supported in developing these plans by the schools Footprint Team, specifically the SEMH Teacher.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the Head and the Administrative officer in liaison with the Education Welfare Officer from the Local Authority. Lateness and absence are recorded and reported to the Headteacher weekly. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time. (The Attendance Policy is available from the school office).

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- At school we celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have ISPs discuss and set their targets with their class teacher.
- Annually, we review One Page profiles with our pupils on the SEND register and their parents/carers.
- Throughout the year, children are given the opportunity to express their viewpoints in a variety of ways: at the start and end of themes in their class, setting their learning targets with the teacher, class council session and when we evaluate the curriculum. A member of staff is always available to speak to if a child has a worry. We also have Circle time. We use restorative approaches to help pupils discuss fall outs and disagreements.
- There are worry boxes in every class, which are regularly checked by the class teacher and acted upon, and worry boxes in communal areas of the school.
- If your child has a Statement of SEN/Education, Health and Care Plan (EHCP), if applicable, their views will be sought before any review meetings.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo is very experienced; they are responsible for the day to day management of SEND in school and referrals to other services.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Specialist teachers, inclusion team, Health, including GPs, School Nurse, Clinical Psychologist, Paediatricians, CAMHS/HYMS, Speech & Language Therapists; Occupational Therapists; Social Services, including Locality Teams, Social Workers and Educational Psychologists.
- Twice yearly Multi-Agency meetings are held, at which concerns regarding children's progress are raised with the Footprint Team, School Nurse, Speech & Language Therapists, specialist teacher, inclusion team and Educational Psychologist. Permission to discuss children is requested from parents/carers and outcomes of the meeting are communicated afterwards.



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WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- Staff are supported by outside agencies/training courses to enable them to meet the needs of the children in their care.
- A number of teachers and TAs have had training in delivering interventions such as Speech & Language programmes from Speech & Language therapists, Fine and Gross motor skills from Occupational Therapy.
- All teachers and TAs are Team Teach trained to support children with managing their emotions and those struggling with their behaviour. This is done through building positive relationships and staff getting to know the children in their care.
- All of our TAs have had training in delivering reading and spelling / phonics programmes. Some TAs have had specialist training in delivering specific interventions: TELL Teaching Early Language and Literacy, Motor Skills United; Write Away Together interventions.
- All training is re-visited and updated. Training for staff is arranged to meet the needs of the children.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and all children are included on school trips. We will provide the necessary support to ensure that this is successful as and where possible. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, a risk assessment will be undertaken and reasonable steps will be taken to enable the child to access an activity. This may include the input of outside agencies advice and guidance. However, in the unlikely event that it is not safe for a child to take part in an activity, alternative activities will be provided. Parents will be informed.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site includes three building, two of which have stairs.
- The Accessibility Plan is available on the school website.
- We liaise with EDS (Ethnic Diversity Service) who assist us in supporting our families with English as an additional language and traveller families.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL, MOVING TO A NEW CLASS AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet their teacher and are shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation to the new surroundings. We would also liaise with their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. Our 'feeder' secondary schools, including Stockport School, Bramhall High School and Stockport Academy, run a programme specifically tailored to aid transition for the more vulnerable pupils. Our SEMH Teacher also supports us with this; this may be by going to the school for additional visits or by delivering transition sessions in school.
- In school we have additional sessions for those children who will find moving class an anxious time.
- 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.



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- If your child is joining us from another provision and has a Statement/Education, Health and Care Plan (EHCP) then a transition meeting will be held during which we will invite staff from both schools to attend.
- Children with SEND or an identified need around transition, will have an additional session where they can go and take photographs of the building, their new classroom, their new teacher, the entrance they will use. They will also familiarise themselves with where they will hang their coat, go to the toilet and have their lunch/playtime. The photos are then compiled in a book for children to look at in the classroom.
- When a child transfers in year, all SEND information is passed on to the new school and this is accompanied by a telephone call.
- Children transferring to a specialist setting will have additional sessions planned through the Team around the Child process.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- We ensure that all children with SEND have their needs met to the best of the school's ability with the funds available.
- We have a team of TAs who deliver programmes designed to meet children's needs.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher, alongside the SENDCo, will discuss each child's needs and what support would be appropriate.
- Different children will require different levels of support in order to diminish the distance and to achieve age-related expectations. Parents will be informed of this.
- Twice per year, the SENDCo leads a Multi-Agency meeting where the SEMH Teacher, Speech and Language Therapist, Educational Psychologist, Specialist Learning Teacher and Inclusion Service attend. If we would like to discuss your child to ensure we are supporting him/her in the best way, your permission will be sought and outcomes of the meeting will be reported to you.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on ISPs and ensuring they are being met
 - The child is making progress academically against national/age-related expectations and the gap is narrowing.
 - Verbal feedback from the teacher, parent and pupil.
 - Looking at the assessment kept by class teacher and TAs.
 - Progress reports from external agencies e.g Specialist Learning Teacher
 - Looking in your child's books at parents evening
 - Fluency in reading and reading by sight more words.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school office to arrange to meet the Headteacher, Mrs Grindrod, or the SENDCo, Mrs BALL, who would happily discuss how the school could meet your child's needs.

HOW DOES THE SCHOOL SUPPORT 'LOOKED AFTER CHILDREN'?

- Looked after Children access Pupil Premium Funding to support them in their learning



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- School works with the allocated Social Worker to create a Personal Education Plan (PEP) and link PEP funding to the targets for each child. Targets are set and progress towards them is measured at regular meetings led by the Social Worker.