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St George's CE Primary School

Our SEND Information Report 2025-2026

At St George's CE Primary School, our aim is to provide the best possible education for all the children so that they achieve the very best that they can. All our pupils receive 'Quality First Teaching'. This means that a range of teaching and learning approaches are used and that appropriate learning intentions are set for all pupils with a curriculum matched to their needs.

All our classes are supported by teaching assistants and pupils are also offered small group work or intervention programmes if needed. Some pupils are supported to develop their social skills or to improve their emotional well-being through work in class, supported group work or interventions.

Staff ensure individual needs are met through daily teacher assessment. This is through questions, interactions with learning opportunities, outcomes of learning and discussions with learners. Each term the progress and attainment of every pupil is reviewed by teachers, the Special Educational Needs and Disability Coordinator (SENDCo), and Senior Leaders (SLT). This review will highlight those children who may need additional support and provision is then made. This could be through adaptations to class work, adaptations to resources or environments, level of support offered by staff to support learning, targeted interventions or specialist support. You will be informed about your children's general progress through Parent Meetings that take place three times a year and through a detailed written report on your child at the end of the academic year.

If your child continues to have any difficulties following an intervention programme or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs. You may have concerns about your child and feel that they need additional help. This report has been designed to inform you of the types of support available for your child at St George's CE Primary School. It will give you information on who can help and how this support can be accessed.

From September 2014, the Children and Families Bill (2013) came into effect.

Children and Families Bill 2013

The Children and Families Bill aims to ensure the improvement of services for vulnerable children to support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs (SEN). The new Code of Practice for Special Educational Needs and Disabilities sets out a graduated response to support children with additional needs.



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The Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child. This will be available on the Stockport website.

In order to make St George's CE Primary School's SEND Information Report offer accessible we have provided information around a set of Frequently Asked Questions:

- How is the graduated Special Needs system structured and how does this help my child?
- How will the school support my child in joining the school?
- How does the school know when a child needs extra help?
- How do we measure the progress of your child in school?
- What should I do if I think that my child may have Special Educational Needs?
- How will St George's CE Primary School support my child?
- How will the curriculum be matched to my child's needs?
- How will I know how my child is doing?
- How can I work with the school to support my child's learning?
- What support will there be for my child's overall well-being?
- What support is there for behaviour, avoiding exclusions and increasing attendance?
- Pupils with medical needs
- How accessible is the school environment?
- How will my child be included in activities outside of the classroom including school trips?
- What specialist services and expertise are available at or accessed by the school?
- What training has the staff supporting children and young people with SEND had or are having?
- How will the school prepare my child for transferring to a new school? How are the school's resources allocated and matched to the needs of a SEND child?
- How are decisions made about the type and level of support that my child will need?
- How will I be involved in discussions about and planning for my child's education?
- How will my child be able to contribute their views?
- How are parents involved in the school? How can I be involved?
- Who can I contact for further information?

How is the graduated Special Needs system structured and how does this help my child?

The SEND Code of Practice (2015) sets out a graduated response. The first category is known as Special Educational Needs (SEN) Support. Early identification of special needs is a priority for us. At St George's individuals needs are assessed, and then appropriate support provided. Our



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support follows a graduated response and seeks to support children dependent on their needs. If a need is identified a cycle of support will begin using an Assess – Plan – Do – Review cycle. This will be documented in your child's Individual Support Plan (ISP).

This cycle is not considered to be a single process. If needed, there may be more than one cycle, addressing different areas of support under the four main areas of need:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical Needs.

After the review, further cycles might be needed, each aiming to improve the support for your child.

A child who is recognised as having more complex needs may need to access funding which is in addition to that which school already provides. Under the new bill this will be through the application to the Local Authority for an Education, Health and Care (EHC) plan for children with complex needs. This plan will place emphasis on personal goals and will describe the support your child will receive.

How will the school support my child in joining the school?

For children entering Reception in September, there is a programme of 'Stay and Play' and 'Stay and Read' visits planned in the summer term for children. EYFS staff also carry out optional home visits. A New Intake Evening offers further information and the opportunity to meet with the SENDCo to discuss any concerns or needs prior to beginning school

We will contact any early year's settings, or other schools your child has attended to gather information about their needs. This usually involves a visit to the setting. In other cases, staff from the setting are invited to meet us in school.

If appropriate we will then work with any outside agencies that are involved or whom (after discussions with you) we decide need to be involved.

We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment.

When necessary, a transition booklet with photographs of staff and key areas in school will be sent home for parents and children to share prior to the child starting school. For children with identified Special Educational Needs or Disabilities (SEND), additional transition arrangements will be put in place, tailored to their individual requirements.

Where a child already has an Education Health Care Plan (EHCP) in place, the name of the chosen school can be included in the plan prior to the child starting school.



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For transition to secondary school, St George's works with local secondary provision to provide assemblies and taster sessions during years 5 and 6. Children are also invited to take part in transition activities in the Summer Term at their new provisions. Further visits can be arranged if needed to support our SEND pupils.

How does the school know when a child needs extra help?

Information may be provided by parents and previous schools or settings and concerns may be raised by parents/carers, teachers or the child.

School will identify the child's rate of progress or begin to identify possible barriers to learning and development – these will be identified under one or more of the four broad areas of SEND needs and support - Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Needs. Information and guidance may then be sought from agencies such as Health, Speech and Language, Portage Service, Inclusion Team and other specialist agencies.

In addition, the school may carry out a range of observations and assessments that will provide additional information about the child.

The class teacher or SENDCo will share this information with parents/guardians and a joint decision will be made about the best action to take. This may involve the child being placed on the SEND register with identified targets and intervention strategies/programmes that are best suited to meeting the needs of the child.

How do we measure the progress of your child in school?

In the Early Years Foundation Stage progress is carried out through an assessment programme called Development Matters which is banded into different age bands. A profile is completed for each child and recorded on Evidence Me. The assessments indicate how your child is progressing in relation to age related expectations.

During Key Stage 1 and 2 children's progress is reviewed formally every term using a wide range of assessment tools and formative and summative assessment strategies. This is in addition to daily teacher assessment and the Assess - Plan - Do - Review approaches in place which all lead into this end of term review. At the end of Key Stage 2 (i.e. at the end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

At the end of Year 1 a statutory phonics screening test takes place. Also, at the end of Year 4 children take a multiplications tables check. These results are reported to families in their end of year report.



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Information about attainment is collated by class teachers, the SENDCo and SLT each term and the SENDCo will review progress of all children in the school in order to identify as early as possible, those children who may need additional support. This information is shared with the Headteacher who also monitors progress.

Additional assessments of those children with additional needs may also be carried out and the results shared with parents at review meetings that may also be attended by Local Authority staff.

What should I do if I think that my child may have Special Educational Needs?

Speak to your child's class teacher. Teachers are normally available before or after school for informal conversations but can make a longer appointment with you at a time that is mutually convenient. In the first instance please Dojo message the class teacher.

If you have further concerns, contact Mrs Ball who is the school's SENDCo or Mrs Grindrod Head teacher. Appointments can be made through the office (Telephone number: 0161 480 8657)

In some cases, Mrs Ellinson (Pastoral and Family Liaison Manager) will complete an Early Help Assessment (EHA) document with parents/carers to get a fuller picture of your child's needs and to prioritise their needs. The EHA assessment can then be used, with parental permission, to refer to outside agencies such as Speech and Language so that a more specialised assessment can be completed. EHA's are offered to best coordinate support for families identified as having a need. In some cases, if several barriers to a child's learning are identified, then a TAC or TAF (Team around the Child/Family) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child.

School will discuss the needs of your child in a private and confidential manner, and with your permission.

How will St George's CE Primary School support my child?

Each pupil's education programme will be planned by the class teacher using Quality First Teaching strategies. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as phonics, maths, English, speech and language, social skills development or motor skills, then the pupil may be placed in a small intervention group. This will be run by the class teacher, a specialist teacher or one of our teaching assistants. The length of time of the interventions will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to check the effectiveness of the provision and to inform future planning for the pupil. These interventions are recorded on the child's Individual Support Plan (ISP)

Following planned assessments, pupil progress meetings are held each term between the class



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teacher and the Head Teacher where they discuss the progress of the pupils in their class. Evidence from our Assess – Plan – Do- Review cycle is discussed to ensure support is impacting on the child's outcomes. This shared discussion may highlight any potential problems in order for further support to be planned.

The class teacher will meet with you at parent meeting in the autumn and spring terms. The class teacher and SENDCo are available to meet you to discuss ongoing concerns and to update you on progress with interventions.

Occasionally a pupil may need specialist support from an outside agency such as a specialist teacher, Speech and Language Service, Occupational Therapy service or Primary Jigsaw. A referral will be made, with your consent, which is then forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This could include additional advice for the class teacher or more specialised one-to-one support within school, including additional one to one support from a teaching assistant to support your child in class.

Our SENDCo (Mrs Ann Ball/headteacher) oversees all support and progress of any child with additional needs.

The Governors of St George's CE Primary School are responsible for entrusting a named person, Mrs Laura Ingle, to monitor SEND procedures. The responsibility of the governors is to provide both support and challenge to the Headteacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The governors monitor and review the Accessibility Plan and all other statutory policies as defined by the Department for Education.

Sometimes it is necessary to make alternative arrangements for children with additional needs in order to ensure that the treatment they receive is not 'less favourable' than their peers. This might include an adapted version of the class behaviour strategies or ensuring access to high quality ICT resources for example. For residential visits a carefully planned programme with provision for access to activities can be tailored for individual children. Parents should always contact their child's class teacher and/or the SENDCo if they have any concerns about the way in which their child needs to have allowances made.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with SEND, their work will be adapted by the class teacher to enable them to access the curriculum more independently. For some children with significant additional needs, this could include a personalised timetable to accommodate additional interventions that they need.



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Teaching assistants may be allocated to work with pupils in a one to one or small interventions group to target more specific needs.

If a pupil has been identified as having additional needs, they will have an Individual Support Plan (ISP) that will set out the additional support that they are going to receive and the aims of the additional provision. These will be shared with parents/carers and the pupil. Progress will be monitored by the class teacher and SENDCo and reviewed during the year with parents and the pupil.

If appropriate, specialist equipment may be arranged for the pupil to aid their learning e.g. pencil grips, loop scissors, specialist seating or cushions. Some children will also need modified resources, such as enlarged texts.

How will I know how my child is doing?

You will be able to formally discuss your child's progress at Parent Meetings but are welcome to make an appointment to speak to your child's class teacher, the SENDCo Mrs Ball or the Headteacher Mrs Grindrod whenever you have a concern.

Your child will receive a detailed written report at the end of each academic year. In addition, all parents with children who have identified additional needs, will meet with the class teacher (and in some cases, specialist teachers providing additional support) on a termly basis to review progress and plan next steps. This may be done during one of the formal parent consultations that take place during the year or it may be done in an additional meeting in school. Your views, and the views of your child are very important and you will have every opportunity to share them formally on these occasions. Children's views are collated on their One Page Profile as well as input into their termly ISP.

Appointments with either Mrs Ball or Mrs Grindrod can be made by contacting the school office on 0161 480 8657.

How can I work with the school to support my child's learning?

The class teacher may suggest ways you can support your child at home. Your child may be given activities to do at home that will develop particular skills. There may also be a home/school record that you can use to record your comments about your child.

You may be given specific advice to support your child's learning further during review meetings which are held to discuss progress and to identify the next steps. Your child's class teacher or Mrs Ball (SENDCo) may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve



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their emotional health or well-being. This could include signposting you to Primary Jigsaw or CAMHs (Children and Adolescent Mental Health Services) and the Neurodevelopmental Team to offer more specialist advice.

If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

St George's CE Primary School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

Members of staff such as the class teacher, Mrs Ellinson, Mrs Ball and Mrs Grindrod are readily available for pupils and their parents who wish to discuss issues and concerns.

Lessons are planned for all year groups to support understanding of feelings and emotions, along with how/where to access support if needed.

In addition to classroom lessons covering PSHCE and Circle Times, Mrs Ellinson and Mrs Hill works with small groups and individual children on a variety of nurturing activities, including time for children to discuss their concerns, developing social skills and supporting transition to secondary school for some pupils that need additional time to support a successful transition.

Specialised support for some pupils through Primary Jigsaw is available via a referral system. This can include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers subject to assessment of need carried out by a Primary jigsaw colleague.

What support is there for behaviour, avoiding exclusions and increasing attendance?

We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions set out in our school's Behaviour Policy. This is understood by children and staff and followed consistently.

If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined in a support plan if needed. This is reviewed on a regular basis with the class teacher, parents/carers and the pupil. Additional support may be provided by the Inclusion Service.

Behaviour needs that are consistent or a high level of concern are recorded and then referred directly to the Head Teacher. Parents/carers are contacted so that school and home can work together to improve behaviour.



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We have not had to make any permanent exclusions in the last few years and we always work closely with families and outside agencies to ensure that this does not become necessary. However, school must always consider the nature, frequency and severity of incidents when making these decisions.

Our administrative team works closely with the Education Welfare Officer to monitor lateness and attendance.

The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance. This could include TAC or TAF (Team around the Child/Family) meetings to support a family to improve their child's attendance.

Pupils with medical needs

The school's Managing Medical Conditions in School Policy has been adopted from guidance from the Local Authority and copies be requested at the school office.

Staff have regular training and updates on conditions and current medication needs so that they are able to manage medical situations that may arise. This includes asthma, epilepsy and diabetes training and has included training on the use of 'EpiPen's' when needed.

If a pupil has a specific medical need, then a detailed Health Care Plan is compiled with the School Nurse and in consultation with parents/carers.

How accessible is the school environment?

Our school occupies a Victorian listed building over two floors and three buildings. Every effort has been made to make all areas of school accessible to all pupils with adaptations being made where necessary. Whilst there are no lift facilities, school will try and accommodate all reasonable adjustments.

A disability access audit is carried out annually and The Accessibility Plan is updated with staff and governors every three years or before if needed. This can be found on our school's website.

We have a strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.

How will my child be included in activities outside of the classroom including school trips?

We believe that all children should be included in all parts of the school curriculum.

We aim for all children to be included on school trips and will endeavour to provide the necessary support, making reasonable adjustments.



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A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one to one support to enable a child to take part in a trip.

In the very unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas.

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

At times it may be necessary to consult with outside agencies to receive more specialised expertise to help school and parents/carers to best support their child.

These can include:

- GPs
- School Nurse
- Educational and Clinical Psychologists
- Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Sensory Support Service
- Physiotherapists
- Ethnic Diversity Service
- Signpost Young Carers
- Social Services
- Inclusion Service
- CAMHS (Children and Adolescent Mental Health Services)

What training have the staff supporting children and young people with SEND had or are having?

Mrs Ball (SENDCo) holds the National Award for Special Education Needs. She attends Local Authority meetings and other training to keep up to date with any legislative changes or the most up to date practice and provision. The school has a School Development Plan which includes identified training needs.

Most members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties. Some support staff have received additional training on ways to support children with speech and language difficulties. Staff regularly attend specific training programmes run by the Local Authority

All staff receive training in managing medical needs and conditions and safeguarding.

How will the school prepare my child for transferring to a new school?

Many strategies are in place to enable a pupil's transition to be as smooth as possible.



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These include:

If necessary and appropriate, we can arrange additional visits for children with specific transition needs. We are happy for parents/carers to request these.

Mrs Ball SENDCo, Mrs Ellinson the Pastoral and Family Liaison Manager, Mrs Wardle (Early Years Foundation Stage) EYFS Lead, and/or Mrs Grindrod Headteacher are happy to meet parents for further discussion on specific needs prior to their child starting school.

All pupils in school have transition sessions with their future class teacher during the summer term and complete introduction activities in preparation for the new school year.

For transition to high school we liaise with the schools involved and arrange visits and for children who receive Local Authority additional funding via an Education and Health Care Plan, a transition review will take place during year 5.

Some children benefit from extra visits and we arrange transition meetings if necessary. Mrs Ellinson, works with some children who need more support to make a successful transition to secondary school.

For the high schools that our children will attend, we have handover meetings with SEND staff from their respective provisions and all relevant paper work is transferred via a safe system.

How are the school's resources allocated and matched to the needs of a SEND child?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.

Resources are allocated, specifically the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs for each pupil following pupil progress meetings. This will include a discussion on children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected.

All resources and training and support are reviewed regularly and changes made as needed.

Where a child has an Education Health Care Plan, as and when annual reviews take place, this may provide for specific types of support alongside allowing school to make appropriate choices as to how the support will be provided.

How are decisions made about the type and level of support that my child will need?

The class teacher and SENDCo discuss the child's needs and the support that would best enable



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them to learn. These decisions are made in collaboration with families.

Different children require different levels of support and these can be quite specific to individuals. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. We take account of the ongoing dialogue that we encourage staff to have with parents/carers and ensure these views form an integral part of our next step actions.

During their time at St George's, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education and we recognise their valuable contribution.

This may be through: -

Discussion with the class teacher; informally or during parent meetings.

Discussion with Mrs Ball and Mrs Grindrod or with other professionals.

Parents are encouraged to contribute to plans for their child and are invited to review meetings relating to their child. Their views are sought prior to/during review meetings.

All children monitored through the SEND register are encouraged to create a one-page profile outlining their views made in collaboration with parents and teachers.

How will my child be able to contribute their views?

Teachers discuss targets and feedback with individual children whether they have additional needs or not.

When conducting EHCP Annual Review Meetings, children are encouraged to identify their strengths, the ways that they prefer to learn and to their areas for development.

Some of the older children are invited to contribute their views to TAC/TAF (Team Around the Child/Family) meetings if appropriate.

Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. The School Council is regularly asked to feedback on any aspect of school life that they may be worried about or that can be improved.

How are parents involved in the school? How can I be involved?

There are many ways in which parents/carers can become involved in the school.

Here are just a few:



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- St George's PTA (Parent Teachers Association) – which meet regularly to support school events and developments
- Termly Parent Consultations
- Assisting on school trips
- Reading volunteers
- Parent/child workshops
- Signposting for support and advice – linking to other agencies

If you would like to become more involved with school please contact our Pastoral and Family Liaison Manager – Mrs Ellinson

Who can I contact for further information?

The first point of contact is your child's class teacher.

Your next point of contact is the SENDCo, Mrs Ball or the Headteacher, Mrs Grindrod.

Appointments can be made by contacting the school office or by telephoning 0161 480 8657.

Stockport Local Offer provides information about support in Stockport for children and young people with special educational needs or disabilities, their families and carers.

Click on the link: <https://www.stockport.gov.uk/landing/send-local-offer>

You can also contact Parent Partnership on 0161 286 4230

The Head Teacher and SENDCo are keen to discuss any concerns and aim to work in partnership with parents and families to resolve any difficulties. However, in the event of a complaint, parents and carers should follow the School's official complaints procedure available on the school website. Additional information about raising a SEND complaint and procedures can be found online <https://www.gov.uk/complain-about-school/sen-complaints>

Glossary of terms

SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND
Behaviour Plan	A plan that details how a child is to be supported to improve their behaviour– it will include targets and strategies
EHC Plan	Education, Health and Care Plan
SEND	Special Educational Needs and/or Disabilities
SENDCo	Special Educational Needs and/or Disabilities Coordinator
SALT	Speech and Language Therapy
HYMs	Healthy Young Minds Service
EP	Educational Psychologist
CAMHS	Children and Adolescent Mental Health Services