

# ST. GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL



*STGPS, Camberwell*

## **Special Educational Needs and Disability Information Report 2024-2025**

## VISION/MISSION

'I can do all things through Christ who strengthens me'

We aim to grow and nurture inquisitive, enthusiastic and courageous learners by using a rich, stimulating and inclusive curriculum. We do this through the lens of our Christian values.

- **Sustainability** – we are a community that cares for God's creation.  
*Genesis 2:15 - The Lord God put the man in the garden of Eden to care for it and work it.*
- **Transformation** – we are continually growing as individuals.  
*Corinthians 3:18 - We all show the Lord's glory, and we are being changed to be like him. This change in us brings more and more glory. And it comes from the Lord, who is the Spirit.*
- **Generosity** – we are generous in our love and care for each other.  
*Mark 12:31 - Love your neighbour as you love yourself.*
- **Perseverance** – we always strive to do our best.  
*Hebrews 12:1- So let us run the race that is before us and never give up.*
- **Stewardship** – we care for our resources and gifts.  
*Peter 4:10 - God has shown you his grace in giving you different gifts. And you are like servants who are responsible for using God's gifts. So be good servants and use your gifts to serve each other.*

Maintaining and sustaining the highest standards of teaching and learning is the key concern of governors and staff. The school seeks to work positively with parents and carers to fulfil the school's expectation that all pupils are enabled to achieve at the highest level of which they are capable. We place a strong emphasis on positive mutual understanding partnerships between home and school, the Governing Body and Parish life. We attach a high priority to active involvement building a Sense of community, by providing a model of service to all.

## WHOLE SCHOOL/SETTING APPROACHES

### Information on policies, people and statutory guidance

#### ***"What kinds of special needs are provided for in this school/setting?"***

At St George's CE Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

St George's CE Primary School's SEND Information Report should be read in conjunction with the following:

- Equality Statement
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Policy
- SEND Policy
- Southwark Council Schools' Single Equality Scheme

- Behaviour policy

### ***“Who is involved?”***

All people regarding Special Educational Needs at St George’s CE Primary School are named below can be contacted by the following ways.

<b>Postal:</b>	<b>St George’s CE Primary School</b> Coleman Road, Camberwell London, SE5 7TF
<b>Telephone:</b>	0207 703 4772
<b>Email:</b>	SEN@stgps.org.uk
<b>Website</b>	<a href="https://www.stgeorgesprimary.school/">https://www.stgeorgesprimary.school/</a>

### **SENDCO: Jonathan Wren**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that those pupils with Education Health and Care Plans (EHCP) are having their statutorily detailed provision met and are making progress towards long term outcomes.
- Ensuring these EHCPs are formally reviewed annually and documentation is sent to the relevant Local Authority
- Ensuring that you are:
  - Involved in supporting your child’s learning
  - Kept informed about the support your child is getting
  - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child’s progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Raising awareness of neurodiversity for all members of the school community
- Monitor the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor St George’s provision.

### **Class Teacher**

Responsible for:

The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO as necessary.

- Writing Individual Education Plans (IEPs) or Just About Me (JAM) goals and sharing and reviewing these with parents at least once each term. These IEPs are also used to inform planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Teaching assistants**

Responsible for:

- Supporting the class teacher and SENDCO with the implementation and delivery of planned learning and intervention for pupils with SEND, including IEP and JAM goals.
- Supporting the class teacher to implement ongoing reasonable adjustments to meet the individual requirements of SEND learners.
- Liaising with specialist professionals and enabling the delivery and implementation of SEND specific strategies or interventions.

### **Head of School: Alexandra Hales**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head of School will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head of School must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **Head of Partnership**

Responsible for:

- Enabling strategic development of provision for SEND across all three partnership schools.

### **SEND Governor: Shane Beales**

The SEND governor is responsible for:

- Supporting the school to evaluate and develop quality intervention and support for children with SEND
- Evaluating the impact of provision for pupils with SEND across the school

### **The Dioceses of Southwark Governor and Link to St George's Church Camberwell: Mtr Sarah Dawson**

Responsible for:

- The inclusion of children and young people as members of the Christian community in this place, to the task of their faith development and to their safety.
- The provision of a high-quality Sunday School for KS 1 and 2 children.
- The provision of other occasional events for children of this age group (e.g. the Good Friday Workshop).
- The provision of appropriate pastoral support and care to both children and their families.
- The provision of opportunities for families with children of all ages to participate in the life of the Church.

***"Where can I find out about what is available locally for me, my family or my child?"***

Southwark Local Authority has published its own Local Offer which can be accessed by the link below.

<http://localoffer.southwark.gov.uk/>

A local offer is for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years. It provides information and support services available to families in their local area.

Families living outside Southwark will find equivalent services for their borough.

### **Wider World of School: Approaches to extra-curricular activities and pastoral care**

#### ***“How will my child be welcomed into the school/setting?”***

We recognise that transition – both into school and from St George’s CE Primary School on to other schools – can be both an exciting but worrying time for children and their parents. To help children feel welcome:

- We spend time working with new parents/carers whose children will be taking a Reception place. Depending on the situation, this can include visiting the family at home or seeing the child in an Early Years setting to make sure we are prepared to meet their needs on entry
- We encourage all new children to visit the school prior to starting where they are shown around the school and meet some key members of school staff
- For incoming Reception children with SEND, we encourage further stay and play visits in the Summer term before starting school to assist with getting used to the new surroundings
- We also may visit children in their current school or setting, and talk with you and their Nursery/school about what will make your child feel most secure and settled.

#### ***“How will my child be supported to be part of the school/setting?”***

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide appropriate provision for those children with Special Education Needs and or Disability, whatever those needs may be so that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Please see our admission page on the school website for the admission policy

#### ***“How does the schools facilities cater for disabled people?”***

Our school building has been adapted to include ramps for wheelchair access, disabled toilets, handrails, and ground level classrooms for all but two classrooms. Where a child has a physical disability restricting access to the upper floor the child’s class will be located in a ground floor classroom.

We endeavour to provide any necessary equipment needed to include all children and allow them to access the curriculum successfully. For example, children with dyslexia in KS2 are enabled to learn touch typing and to have access to Clicker 8, a child friendly word processing piece of software which can provide support with spelling and writing so that transcription is not a barrier to a child expressing their ideas.

For children with EHCPs we may make a referral to [CENMAC](#) who provide curricular and communication support to those who may benefit most from them. This may include provision of communication devices, iPads with apps to support curriculum access and other relevant computing-based resources.

#### ***“How is behaviour managed?”***

Behaviour in school is based upon respecting others and their rights, motivation, self-esteem. Children must know what is expected of them, and why. They must be able to see good models of behaviour from

all adults. To this end, the staff of the school have agreed a common approach, working together to ensure good relationships between members of the school community. The approach is based on reward and reinforcement of good behaviour and attitudes.

We recognise that some children with SEND may have developmental conditions which can make adhering to behaviour standards more challenging. Where this is the case we will liaise with parents, staff and specialists (e.g. Speech and Language Therapists, Educational Psychologists, Autism Support Team) over reasonable adjustments that can be made to ensure that a child experiences success in their behaviour in school.

***“What support will there be for my child/young person’s overall wellbeing?”***

We have a range of strategies to support children's emotional and social well-being and development. This might include small group social skill interventions from school staff or The Nest , Creative Dance Therapy (supplied by The Nest) or from our Emotional Literacy Support Assistant (ELSA).

Small group support to develop social skills and self-esteem, after school clubs for Key Stage One and Two, opportunities to children to contribute to the school community and develop their own strengths, one to one support from our ELSA Trained TA.

***“What extra-curricular activities can my child participate in?”***

We make sure activities outside the classroom and school trips are available to all.

- Risk assessments are carried out for each trip and suitable number of adults is made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this supports access. In exceptional circumstances risk assessment may indicate that, even with reasonable adjustments, a trip may not be safe for their child to attend in which case alternative equivalent activities will be provided at school.
- After school clubs are available to all pupils and reasonable adjustments made to enable participation.
- Health and safety audits will be conducted as and when appropriate.

## **Approaches to Teaching and Learning**

***“How will teaching be adapted to meet the needs of my child?”***

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

***“Does my child have a say?” and “How will you involve my child with SEND in making decisions about their education?”***

Every effort will be made by all staff to engage with children when discussing their education and specific SEND. At every stage of target setting, review and evaluation of impact, the pupil's voice will be heard. If the particular SEN makes communication difficult then children will be observed in the classroom environment to establish what they like and a conversation will be held with those who know the child best such as parents to establish preferences and ambitions. Visual communication tools such as the Picture Exchange Communication System (PECS) and Communication boards will also be utilised in establishing a child's preferences and views on their own education and targets.

### ***“Individual Education Plans (IEPs)”***

An Individual Education Plan (IEP) or Just About Me (JAM) goals document records that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. Strategies employed to enable a child to progress will be recorded within an IEP. The IEP will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Outcomes (to be recorded when IEP is reviewed).

Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher or SENCO.

The IEP will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process. At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) To reduce the amount of help.
- b) To continue with the existing level of help with new targets being set.
- c) To increase the level of intervention if there has been little progress.

### ***“Pupil Involvement”***

The Individual Education Plan (IEP) is concerned with the setting of targets and understanding the support needed to help them move forward with their learning. It is essential that pupils are actively involved in their IEPs. This means pupils must know and understand their targets and know what to do to achieve them, and who will help them to achieve.

### ***“How will I know how my child is doing?”***

At St George's CE Primary School your child's progress is continually monitored by his/her class teacher, SENDCO and Senior Leadership Team.

- Their progress is reviewed every term and a level given in reading, writing and maths on our assessment tracking system.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, the school will use Cherry Gardens Branch Maps assessment system to track small steps of progress.
- At the end of each key stage (i.e. at the end of year 2 and 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 are the results that are published nationally.
- Most children on the school SEND register will have an Individual Education Plan (IEP) which will be reviewed termly and the plan for the next term made.

- The progress of children with a EHCP is formally reviewed at an Annual Review with the class teacher and, in most circumstances, a class teaching assistant who is closely involved with the child's education.
- The Senior Leadership Team and SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Homework Diary and Reading Journals
  - Informal verbal updates
  - Home school diaries
  - Parents evenings
  - Additional meetings as required
  - Reports
  - Weekly newsletters
  - School Website
  - Curriculum Evenings

***“What skills do staff have to meet the needs of my child?”***

- The SENDCo holds the National SENCO Award (NASENCO) and has a MA in Special and Inclusive Education.
- Class teachers are very well trained in SEND and have a range of teaching skills to plan and adapt individualised curriculum
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include
- Whole school training on SEND to support identified groups of learners in school, such as ADHD, Autism and Dyslexia.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Speech and Language Therapist, Cherry Garden Outreach Service, Autism Support Team

**Information about early identification, assessment and intervention**

***“What happens if I am worried about my child?”***

If you tell us you think your child has a SEND, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.

***“How do you identify children who may have special needs?”***

***“How do I get to know if my child has SEND?”***

At St George's CE Primary School, when children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting.

If our staff think that your child has SEND we will ask them to complete an Inclusion Referral Form. The class teacher or SENDCO will speak to you about your perceptions of your child's needs. We will take steps to gather information about their needs through observation and assessment. We will assess their understanding of what we are doing in school and use such observation and/or assessment to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support. This may involve external professionals such as the Speech and Language Therapist and Educational Psychologist or referral for assessment by Community Paediatrics at Sunshine House.



### ***“How will my child manage test and exams?”***

At St George’s CE Primary School, all SEND children will have their exams needs met by determining which access arrangements best suit the needs of your child.

This may include:

- Different exam room
- Additional time
- Scribe
- The use of Technologies

Some children working below the level of formal assessment for their year group may have assessment made through ongoing teacher assessment.

## **SEND SUPPORT including students with EHC Plans**

### **Information on the schools graduated approach -Assess, Plan, Do, Review**

#### ***What happens if my child does have SEND?***

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts
- We may suggest adaptations to the settling in period to help your child to settle more easily

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition Quality First Teaching and intervention groups, referrals will be made, with parental consent, to other agencies to advise and support the school in enabling your child to make progress. This may include Speech and Language Therapy, Educational Psychology or other agencies.
- Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.

We maintain close links with professionals from a wide variety of external agencies. Our pupils with Special Educational Needs receive additional teaching support, advice and assessment from the Local Education Authority (LEA), There are a range of services we draw upon – Speech and Language Therapy, Physiotherapy, Occupational Therapy, Paediatricians (including the Social Communication Clinic at Sunshine House Child Development Centre), Child and Adolescent Mental Health Services (CAMHS) and specialist teaching staff (e.g. specialist teachers for literacy difficulties, teachers for the Deaf, teachers who work with children with visual impairment or Autism, etc.)

*The specialist professional will work with your child to understand their needs and make recommendations, which may include:*

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise
- Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or Sensory circuit
- A group or individual work with outside professional

## **Education Health and Care Assessments and Plans (EHCP)**

### ***“What if I think my child needs more help than the school can provide?”***

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Southwark web site:

<http://localoffer.southwark.gov.uk/education--health-and-care-plan/>

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support. You may appeal decisions not to assess and advice on how to do so can be found via IPSEA

<https://www.ipsea.org.uk/>

After the reports have all been sent in the Local Authority will decide if your child’s needs require an EHCP school to make good progress. If this is the case an EHCP will be drafted. The EHCP will outline support your child will receive from the school, how the support should be used and what strategies must be put in place. It will also have long term goals for your child and detail the additional funding provided to school in order to meet those goals.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child’s programme will vary depending on the needs of the child and the targets set in the EHCP.

### **We may be able to offer in-house programs like:**

- Alpha to Omega - a linguistic approach to teaching of reading, writing and spelling.
- Numicon to help support Maths targets
- Nesy for Dyslexia - Spelling and Reading
- Clicker 8 programs
- Speech and Language Therapy
- ELSA (Emotional Literacy Support Assistant)
- Creative Dance Therapy Nurture sessions through our ELSA trained teaching assistant

### ***“What if the Local Authority says no?”***

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

You may appeal decisions not to issue a plan or request mediation following the assessment and advice on how to do so can be found via IPSEA <https://www.ipsea.org.uk/>

## **Arrangements for supporting transitions for pupils with significant SEND**

### ***“How will the school help my child to manage the transitions into the school, into a new class or on to a different school/adulthood?”***

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child is entering Reception
  - We spend time working with new parents/carers whose children will be taking Reception place.
  - We will arrange transition meetings and additional stay and play sessions
  - Depending on the situation, this can include visiting the family at home or seeing the child in an Early Years setting to make sure we are prepared to meet their needs on entry
- When moving classes in school:
  - Written information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher at the end of the previous school year, wherever possible.
  - IEPs will be shared with the new teacher.
  - Depending on the needs of the child additional support, visits to their new classroom can be provided to help them in their understanding their moving on.
- When moving into St George's CE Primary School during the academic year:
  - We will meet with you and your child to discuss their needs and decide how to best transition into the School.
  - We will liaise with previous School SENCO to discuss the provision and obtain records from external agencies.
  - We will liaise with you on ongoing basis as needed to track how your child is settling into school.
- In Year 6:
  - We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
  - We ensure that parents of children with EHCPs are clear about the specific process for those children.
  - The SENCO will discuss the specific needs of your child with the SENCO of their secondary school, invite them to attend the child's annual review (if the child has an EHCP) and support the attendance at transition days.
  - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## **Information about funding and resources**

### ***“How will the school fund the support needed for my child?”***

The school budget, received from Southwark Local Authority, includes money for supporting children with SEND.

- The Head of School decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Head of School and the SENDCO discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected
  - Deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

## **Information on where to find further support**

### ***“Where can I or my child get further help, information and support?”***

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

#### **[Southwark Information Advice and Support Service](#)**

Southwark's Information Advice and Support (SIAS) team is an arms-length service which offers impartial advice to parents and young people. The SIAS team believes that every journey counts and therefore ensures our services provide parents, children and young people with the information and support necessary. The SIAS team has been established to ensure that parents, carers of children and young people aged 0 to 25 years old with special educational needs and disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their education and 16 plus choices.

#### **[Southwark Independent Voice](#)**

Southwark Independent Voice supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

#### **[UK Family information service](#)**

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

- Registered childcare, including children's centres, childminders, nurseries, pre schools , breakfast clubs, after school clubs and holiday play schemes
- Help towards childcare costs
- Free early education

#### **[Southwark Family information directory](#)**

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

- Parenting support
- Health care
- Money matters
- Law
- Support groups
- Activities

#### **[Independent Provider of Special Educational Advice \(IPSEA\)](#)**

IPSEA provide advice and support to parents around all aspects of SEND, including how to make a request for an Education Health and Care Needs assessment or how to appeal to a tribunal if you do not agree with a decision made by the local authority pertaining to an EHCP.

## **Complaints procedures**

### ***“How do I complain if I am not happy with what is happening for my child?”***

Depending on the nature of the concern, you may wish or be asked to follow the schools formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of St George's CE Primary School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

Please see complaints policy on the school website if you require further information.

