

Special Educational Needs Information Report

How we support children with Special Education Needs and Disabilities

A culture of **inclusion** where everybody **belongs**, is **encouraged** and feels **valued**.



St George's CE First School and Nursery
Wonderfully made, inspired to shape the world



Shires
Multi Academy Trust

Meet the team



Headteacher and Designated Safeguarding Lead

Mrs Claire Martin



Deputy Headteacher, EYFS Leader, Deputy Designated Safeguarding Lead , Designated LAC Teacher, First Aid Lead

Mrs Lisa Browning



Special Educational Needs and Disability Coordinator (SENDCo) and Deputy Designated Safeguarding Lead

Mrs Becky Malone



Family Support Worker and Deputy Designated Safeguarding Lead

Mrs Tabatha Kenny

SEND Governor: Rev Fraser Oates

Please contact via the school office
St George's CE First School and Nursery
Stevenson Avenue
Redditch
B98 8LU
01527 62263
office@sgf.endeavourschools.org



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Meet the team

EYFS Inclusion Support Assistants



EYFS Speech and
Language
Communication TA
Mrs K. Histon

Mrs B. Boddy

KS1 Inclusion Support Assistants



Mrs S. Lovett

KS1 Speech and Language
Communication TA



Mrs R. Akhtar



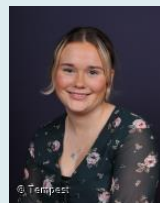
Mrs S. Noureen



Miss Nissa

Miss E. Whitworth

KS2 Inclusion Support Assistants



Miss C. Bailey

Miss L. Earp

Miss J. Read



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Our School Vision

Wonderfully made, inspired to shape the world

Our vision is deeply rooted in Psalm 139:14: "I will praise you because I am fearfully and wonderfully made." This verse underpins our belief that every individual is unique; fearfully and wonderfully made in God's image, possessing talents and aspirations that we will nurture at St. George's.

We aspire for our children to leave school with a strong sense of self-belief, identity and community that extends beyond our gates. We believe in empowering them to make positive contributions to their communities and the wider world.

SEND Mission Statement

If we get inclusion right, we know all children are thriving, achieving and belonging.

At St. George's, our approach to Special Educational Needs and Disabilities is rooted in our vision that every child is wonderfully made, inspired to shape the world. Guided by Psalm 139:14, we recognise and celebrate the uniqueness of every individual, knowing each child is created with worth, potential and purpose.

We are committed to an inclusive environment where barriers to learning are identified and removed. Through high quality teaching, thoughtful adaptation and strong relationships, every child can thrive academically, socially and emotionally.

Our inclusive practice creates a strong sense of belonging, where differences are valued and every voice is heard. We develop confidence, independence and resilience so all children grow in identity and self belief.

Working with families and the wider community, we empower every child to achieve their potential and contribute beyond our school.

Because when inclusion is done well, every child thrives, achieves and truly belongs.



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Safeguarding

St George's CE First School and Nursery recognises that children with Special Educational Needs and Disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These are discussed in annual safeguarding staff training, including regular updates throughout the school year. These additional barriers can include but are not limited to:

- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils with SEND or certain medical conditions can be disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.



School beliefs and values around SEND

At St George's C of E First School and Nursery, we aim to ensure that every child in our school is treated with respect and dignity. We are committed to offering a fully inclusive, broad and balanced curriculum to ensure the best possible outcomes for all our pupils regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. We provide a broad and balanced curriculum to meet the needs of all our pupils, which allows them to achieve personally, socially, emotionally and academically in all areas of the curriculum.

The school provides a safe, caring and inclusive learning environment for its teachers and pupils. We recognise that education is more than teaching and learning, therefore we look holistically at each child when identifying their individual needs. Other areas which may impact on progress and attainment include:

- Attendance and punctuality
- Disability
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of a serviceman/woman
- Safeguarding/child protection concerns

This in turn informs the support required to provide a fair and equal opportunity for every child to achieve the highest standards.



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This SEN Information report can be looked through page by page or use the 'quick links' to find answers to a specific question.

Paper copies are available free on request. Please make your request via the school office email office@sgf.endeavourschools.org or by phone on 01527 62263.



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The Four Areas of Need

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- E.G. Dyslexia, Dyscalculia,
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Children are identified as having SEND when they have a significantly greater difficulty in learning than most children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2015).

We have pupils on our register from the four areas of need as set out in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.



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Page 2 Quick links:

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What should I do if I think my child has a Special Educational Need or Disability?

St George's CE First School and Nursery believes that every teacher is a teacher of every child, every leader is a leader of SEND and every Governor is a Governor of SEND.

We encourage parents/carers to discuss any concerns that they may have about their child's needs with the class teacher in the first instance.

Partnership with parents/carers plays a key role in enabling pupils with SEND to achieve the highest standards. Parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs. All parents/carers of children with SEND will be treated as partners and given support to play an active and valued role in their child's education.

Our staff are vigilant at supporting children with SEND and raising any concerns. We follow a graduated response to support the accurate identification of Special Educational Needs and Disability in our learners.

To request a meeting with a member of staff please contact the school office:

- Email address: office@sgf.endeavourschools.org
- Telephone number: 01527 62263



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

Early identification, assessment and provision for any pupil who may have SEND cannot be over emphasised. The earlier action is taken, the more responsive the pupil is likely to be, and the more readily intervention can be provided.

At St George's CE First School and Nursery, we use a graduated response to support the accurate identification of Special Educational Needs and Disability in our learners.

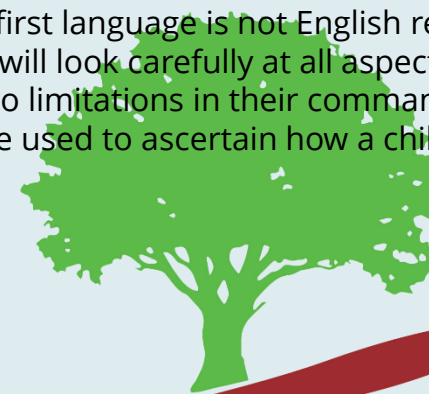
There are four main areas of need. These are:

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

When a pupil is identified as potentially having an additional need, the SENDCo will investigate and members of staff will liaise with the family to discuss the process, which may include using a range of diagnostic assessments, observation and conversations with pupils and their families.

Once a pupil has been identified as having a special educational need or disability, an Assess, Plan, Do, Review programme of provision will be designed, in collaboration with parents/carers and where appropriate pupils, to support pupils in reducing barriers to learning. In some cases, we may choose to draw upon the advice of key professionals to further explore the SEND needs of pupils, which may also lead to entering a pathway of diagnosis (for example, the Umbrella Pathway for autism).

The identification and assessment of SEND in children whose first language is not English requires particular care. Where there is uncertainty about a particular pupil, the class teacher will look carefully at all aspects of the pupil's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from a special educational need. Where possible, bilingual staff will be used to ascertain how a child is performing in their home language.



How will both school and I know how my child is doing?

The impact of additional provision and the pupil's progress towards their individual targets will be monitored and evaluated by the class teacher. The views of pupils and parents/carers will feed into reviews and will contribute to the planning and setting of new targets for the following term.

We regularly share progress with families, we host several opportunities where parents/carers meet with staff to discuss learner progress. At such meetings we share how we can work together with families to support learning and additional needs in school. This is in the form of:

- Two parents' evening consultations.
- Three additional review meetings for pupils on the SEND register.
- An annual written report.

We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents.

Pupils with an Education, Health & Care Plan (EHCP) will have an annual review which includes external input. Pupils with an EHCP have designated key professionals within the school who are a consistent point of contact for families.

We welcome parents and carers to contact school if they would like to arrange any additional meetings. The more dialogue we share with home, the more we can make sure we are getting support and provision right for your child.



How will school help me support my child's learning?

At St George's CE First School and Nursery, we believe every child deserves an excellent education. We want your child to develop a strong sense of self-belief and feel part of our school community.

Your child will learn alongside their classmates wherever possible. Their class teacher will adapt their teaching to meet your child's individual needs. This adaptive teaching is built into our curriculum, and all our teachers receive ongoing training to develop these skills.

Sometimes your child may need extra help through:

- Small group work focusing on specific skills
- One-to-one support sessions
- Advice from specialist professionals who can help us understand your child's needs better

We celebrate the diversity of all our pupils and welcome children with a range of additional needs. Our teachers work closely with our SENDCo to remove barriers to learning and help your child make progress from their starting point.

We are committed to working in partnership with you to ensure your child participates fully in school life and reaches their potential.



We want all our pupils to experience a wide breadth of study across all areas of the curriculum so at the end of each key stage they have an ambitious body of knowledge schemas.

Our curriculum design is based on evidence from cognitive science:

- Learning is most effective with spaced repetition.
- Interleaving helps children to discriminate between topics and aids long term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

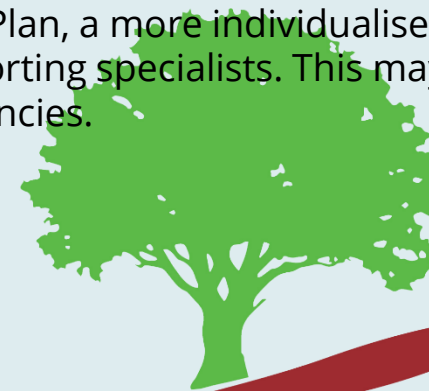
Adaptive teaching and learning approaches is embedded in our curriculum. All our teachers are clear on the expectations of high-quality universal provision, and this is monitored regularly by the leadership team.

This means that our curriculum is both academically challenging, whilst also ensuring that the support is in place for all pupils to meet these high expectations.

We ensure that all pupils study a broad and balanced curriculum, enabling pupils access to a range of ambitious and interesting learning experiences throughout their time at school.

Where a pupil has an Education, Health and Care Plan, a more individualised curriculum may be designed based on the recommendations of supporting specialists. This may be delivered by members of staff within the school or external agencies.

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



How are the schools' resources allocated and matched to children's special educational needs?

Our finances are monitored regularly by the headteacher, governors and finance manager. We use our resources to support both the school's overall aims and individual pupil needs.

We allocate resources based on what each group of children needs. If your child requires specialist equipment or facilities, this can be arranged through discussion with the headteacher and SENDCo. Specialist equipment, facilities and support from outside professionals are funded through our SEND budget. These are arranged as part of the Assess, Plan, Do and Review cycle, working closely with the SENDCo.

If your child has an EHCP and receives top-up funding, this money is ringfenced specifically for them. The funding is used according to the support and provisions recommended by the specialists involved in their plan.

The headteacher and SENDCo work closely together each year to ensure that pupils with additional needs have the resources and support they require to thrive.



How will the school decide the type of support my child will receive?

High quality adaptive teaching is at the heart of everything we do. Your child's teacher adapts their teaching each day to address any misunderstandings and help your child make progress.

Teachers decide on extra support within each lesson, which may be provided by them or a Learning Support Assistant. This can happen: - Within the classroom - In a small group - As one-to-one support when needed

If your child isn't making the expected progress despite quality teaching and classroom support, we'll work with you and the SENDCo to explore what else might help.

When we identify that your child may have an additional need, we: - Take action to remove barriers to learning - Investigate through the SENDCo - Work closely with you throughout the process - Use assessments, observations and conversations to understand your child's needs

Once your child is identified as having SEND, we design a programme of support specifically for them. Sometimes this may lead to a formal diagnosis pathway (for example, the Umbrella Pathway for autism).

We follow a graduated approach called Assess, Plan, Do, Review. This means we constantly: - Assess your child's needs - Plan the right support - Deliver that support - Review how well it's working We regularly revisit and adjust the plan to ensure it's meeting your child's needs as our understanding of them develops.



How does the school judge whether the support has had an impact?

The headteacher, senior leadership team, subject leaders, SENDCo and governors all play an active role in checking that our SEND provision is working well.

We use several methods to track your child's progress from their starting point: - Teacher assessments - Standardised tests - Intervention tracking - Comparison with previous data

The senior leadership team regularly review learning across the school for pupils with additional needs. This includes checking: - Teaching quality and challenge - How well teaching is adapted to support individual needs - Use of specific strategies - How Learning Support Assistants are deployed - Quality of pupils' work

A key part of judging whether support is working is our partnership with you. Through regular meetings between home and school, we maintain an ongoing conversation about your child's progress and wellbeing.

Your child's class teacher monitors their progress towards individual targets. Each term, we meet with you and your child to:

- Discuss progress
- Share what's working well
- Listen to your views and your child's views
- Set new targets for the following term

Your feedback and your child's views are essential in shaping their support plan going forward.



We will always make best endeavours to include all pupils in all curricular and extra-curricular experiences.

Our Educational Visits Co-Ordinator (EVC) has a high level of experience in working with pupils with additional needs and making reasonable adjustments within any planned activities or visits to accommodate the additional needs of pupils.

Risk assessments are always carried out prior to activities outside the classroom, including educational visits and school trips, minimising the risk and ensuring the safety and inclusion of all. All teaching staff have had recent training on leading educational visits.

During the last academic year the following activities have been organised:

- Visiting St Stephen's Church
- Swimming
- Local area studies
- Forest School at Gorcott Hall
- Visits to Haywood Lodge Care Home
- Botanical Gardens
- Local bus trip
- Cross Country event at Birchensale
- Middle School
- Warwick Castle
- Vue Cinema
- Redditch Palace Theatre
- Sports events at Trinity High School
- Black Country Living Museum
- St Nicholas' Park, Warwick
- Arrow Valley Park
- Attwell Farm

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

[See our Educational Visits policy here: download.asp](#)



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

All after-school clubs are open to all pupils, including those with SEND. Day trips and residential visits are also open to all children. If your child needs specific adaptations to take part, we're happy to discuss these with you to ensure they can participate fully.

Our accessibility plan, which can be found on our school policies page, gives further information about many of the ways we are ensuring our school site, curriculum and activities continue to be designed to meet the needs of all pupils.

Accessibility plan (currently being reviewed)



At St George's CE First School and Nursery, pastoral care is central to our school ethos.

All staff are responsible for every child's wellbeing, and we are an inclusive community that supports and welcomes pupils with a range of needs.

Personal, Social and Health Education is part of our curriculum and provides all children with wellbeing support. We talk openly about mental health and encourage pupils to look after their mental health just as much as their physical health.

We recognise that children sometimes need extra emotional and social support. We offer:

- 'Meet and Greet' sessions at the start of the day with a named teaching assistant
- A soft start to the school day
- One-to-one emotional literacy sessions in a safe, caring environment
- Social skills group
- Support from our Family Support Worker
- Support from external professionals; Behaviour Support Team, School Health Nurse, specialist SEND teacher, CAMHS (Child and Adolescent Mental Health Services) or Melo
- Trauma Informed Schools approach
- Trust based Mental Health Leads and Mental Health First Aiders

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



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

We value what your child has to say and actively seek their views through:

- Evaluating their achievements and progress in lessons
- Whole school council
- Individual Provision Maps
- Annual written reports

We ensure all staff understand their duty of care in the event of an emergency. Staff are confident in knowing what to do and who the named First Aiders are. For pupils with medical conditions, we:

- Create Individual Care Plans shared with all relevant staff
- Ensure medication is taken as prescribed
- Maintain appropriate levels of confidentiality while ensuring high quality care

We believe it is vital for pupils with social, emotional and mental health needs to feel they belong. Our school leaders, teachers and Learning Support Assistants provide a nurturing environment where everyone maintains high standards of personal conduct and takes responsibility for their behaviour

Our policies provide further detail on how we support pupils:

- Supporting Pupils with Medical Conditions Policy (details administration of medicines and personal care/dietary needs) [download.asp](#)
- Intimate Care Policy (currently being reviewed)
- Behaviour and Relationships Policy [download.asp](#)
- Attendance Policy [download.asp](#)
- Anti-Bullying Policy [download.asp](#)
- Exclusions Policy [download.asp](#)

All policies are available on our school website, with hard copies available from the school office upon request.



What training have the staff supporting SEND had or what are they having?

All staff at St George's CE First School and Nursery are familiar with the Special Educational Needs Code of Practice (2015). [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

All staff receive regular training, at Trust level, as part of the school training offer and to meet their personal training requirements.

We regularly invest time and money in training our staff to improve delivery of high-quality adaptive teaching and targeted interventions as well as developing individual knowledge and skills.

Weekly staff meetings update on matters pertaining to special education needs and disability.

Our SENDCo has completed the mandatory National SENCo Award and is a qualified teacher. All teachers have Qualified Teacher Status and support staff have the relevant qualifications for their role.

We have established relationships with professionals who support the school and all external partners we work with are vetted in terms of safeguarding

Across the year, staff may be involved in more bespoke training, such as epilepsy or physical difficulty, as required. Please see the next slide for CPD.



[Return to 'quick links'](#)

What training have the staff supporting SEND had or what are they having?

Area of knowledge/skill	Staff undertaking CPD	Training received from
SEND NPQ	Deputy Head	
Adaptive teaching	All teachers and teaching assistants (TED)	Sue Cowley
Five a day: supporting high-quality teaching for pupils with SEND. An approach to supporting Adaptive Teaching.	All teaching staff (staff meeting)	Kate Collett - Specialist SEND teacher
Meeting the needs of pupils with an EHCP	KS1 teachers and support staff	Kate Collett - Specialist SEND teacher
Delivering the 6-week trauma informed parent's journey	SENDCo	Worcestershire Virtual School
The ShREC approach	EYFS staff	Kevin Mackelworth - Educational Psychologist
Whole School Inclusion	Headteacher and Deputy Head	Jay Hart - Exec Principal at Pitcheroak
Facing Change: Understanding Emotions	SENDCo	Dr Amy Sweet - Managing Director, Educational and Child Psychologist
Developing the School and Parent Carer Partnership	SENDCo and Family Support Worker	Sally Lindley (SENDIASS) & Alison Stanton (WPCF PINs Representative)
Curiosity for Behaviours that Challenge	All teaching staff (staff meeting)	Jodie Clarke - Autism specialist
Supporting Children with Complex Needs	All teaching and support staff (TED)	Worcestershire NHS Speech and Language Therapy Service
Supporting Children with Social Communication Difficulties	All teaching and support staff (TED)	Worcestershire NHS Speech and Language Therapy Service
Teaching children to listen and supporting vocabulary	Communication Teaching Assistants	Worcestershire NHS Speech and Language Therapy Service
Training and support around sensory diet, sensory regulation and sensory circuits.	1:1 support assistants	Kate Breakwell - Behaviour Support Team (Beacon PRU)

How accessible is the school both indoors and outdoors?

We have a full Accessibility Plan/Policy in place and as such, we consider our environment to be fully accessible to meet the needs of our learners and their families.

Accessibility Plan (currently being reviewed)

We are vigilant about making reasonable adjustments, where possible. Our policy and practice adhere to The Equality Act 2010.

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010)

We value and respect diversity in our setting and do our very best to meet the needs of all children.

Environmental audits are carried out by the Habilitation Specialist Teacher and Sensory Support Team based at Worcestershire County Council.



Parents/carers are encouraged to be involved in their child's education and are a valuable part of our school community.

We whole-heartedly believe in partnering parents/carers in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open-door policy. We take every opportunity to strengthen this dialogue as the more dialogue we share with home, the more we can make sure we are getting support and provision right for your child.

Parents are invited to contribute via several means:

- Individual Provision Map Meetings – at least three times a year
- Parents Evenings – Twice a year
- Home Diaries – Individual children
- Parent workshops
- EHCP annual review meetings

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



A pupil's voice is central to staff understanding their needs and providing appropriate support. We will always ensure we are listening to pupils and giving them the opportunity to be heard as we make sure the right support is in place for the right pupils at the right time.

How do children contribute their views about their support and who can help them?

Ways pupils can share their views

- **School Council**
Every child is asked to contribute their view on school issues. Class representatives take these views to School Council meetings.
- **Worry boxes**
Each classroom has a worry box where pupils can confidentially share concerns.
- **Spirituality space**
Pupils can use our quiet, reflective space to share thoughts and feelings.
- **EHCP reviews and assessments**
Pupils' opinions are gathered during annual EHCP reviews and assessment requests.
- **Pupil voice activities**
Senior leaders regularly speak with pupils about:
what helps them learn,
and what additional support may help.
- **Collective worship reflections**
Pupils reflect on weekly worship themes, and these reflections are shared with the headteacher.



What specialist services are available or can be accessed by the school?

We have links with outside agencies whose expertise may be called upon when necessary, and always with parental agreement. The expertise of outside agencies is called upon as part of the graduated response and is collaborative decision between the SENDCo, Class Teacher and Parents/Carers.

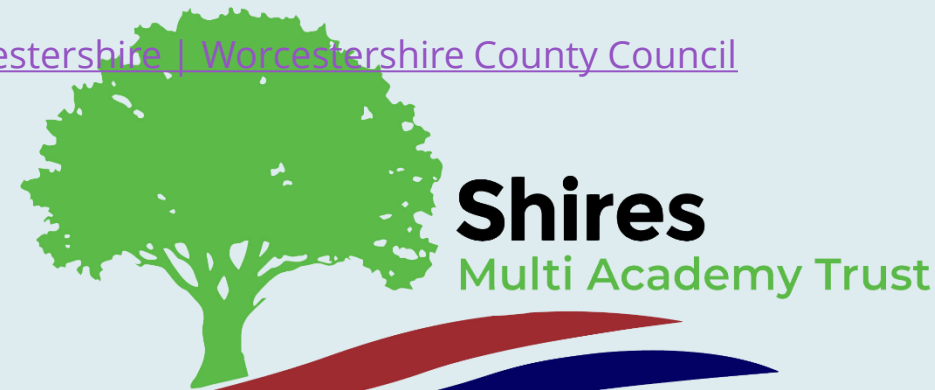
Outside agencies may include but are not limited to;

- Learning Support Team – Chads Grove Support Services
- Specialist SEND teacher, Kate Collett
- School Health Nurse
- Melo practitioners
- NHS Speech and Language therapy services.
- Chads Grove physical disability outreach team
- Sensory Impairment Team
- Educational Psychologist
- Behaviour Support team
- Occupational therapist

Parents may also have access assistance through SENDIASS.

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

Worcestershire Parent Carer Forum
[Worcs Parent Carer Forum](#)



How will the school prepare and support my child when transferring classes or schools?

Class transitions within the school

All children attend a transition day in July with their new teacher and support staff. Teachers complete a detailed handover to the next class teacher.

Additional SEND support

Children on the SEND register may have extra visits to their new classroom. They may receive a transition booklet with photos of:

- their new teacher,
- learning support assistants,
- and the classroom environment,

to help prepare them over the summer.

Transition to middle school

The school works closely with feeder middle schools. Year 4 pupils attend transition days in July. SEND pupils receive additional transition opportunities. Information is shared through meetings involving the SENDCo and middle school staff, and all paperwork is transferred.

Personalised arrangements

Some pupils may receive individual transition support tailored to their needs.

In-year transfers

The SENDCo liaises with the previous or new school to transfer information and support transition arrangements.



Who can I contact for further information or to complain about SEN issues?

We operate an open-door policy, so please talk to your child's class teacher in the first instance.

Further support can be gained from our Headteacher, Deputy Head, SENDCo and Family Support Worker

If you would like to discuss any issues further, you are welcome to contact the school office on [01527 62263](tel:0152762263)

Complaints should be made using the school complaint form which can be found on the school website.

[Shires MAT Complaints Procedure](#)

Teachers

Nursery – Miss Stallard
Reception – Mrs Harley
Year 1 – Mrs Webb and Mrs Murphy
Year 2 – Mrs Evans
Year 3 – Mr Abbott
Year 4 – Miss Haines

SLT

Mrs Martin – Headteacher and DSL
Mrs Browning – Deputy Head and DDSL
Mrs Malone – SENDCo and DDSL



In addition to the information on the school's website, parents/carers can access services through the Local Authority's Local Offer which can be found on the Worcestershire Children First Website:

[SEND Local Offer | Worcestershire County Council](#)

The Local Offer

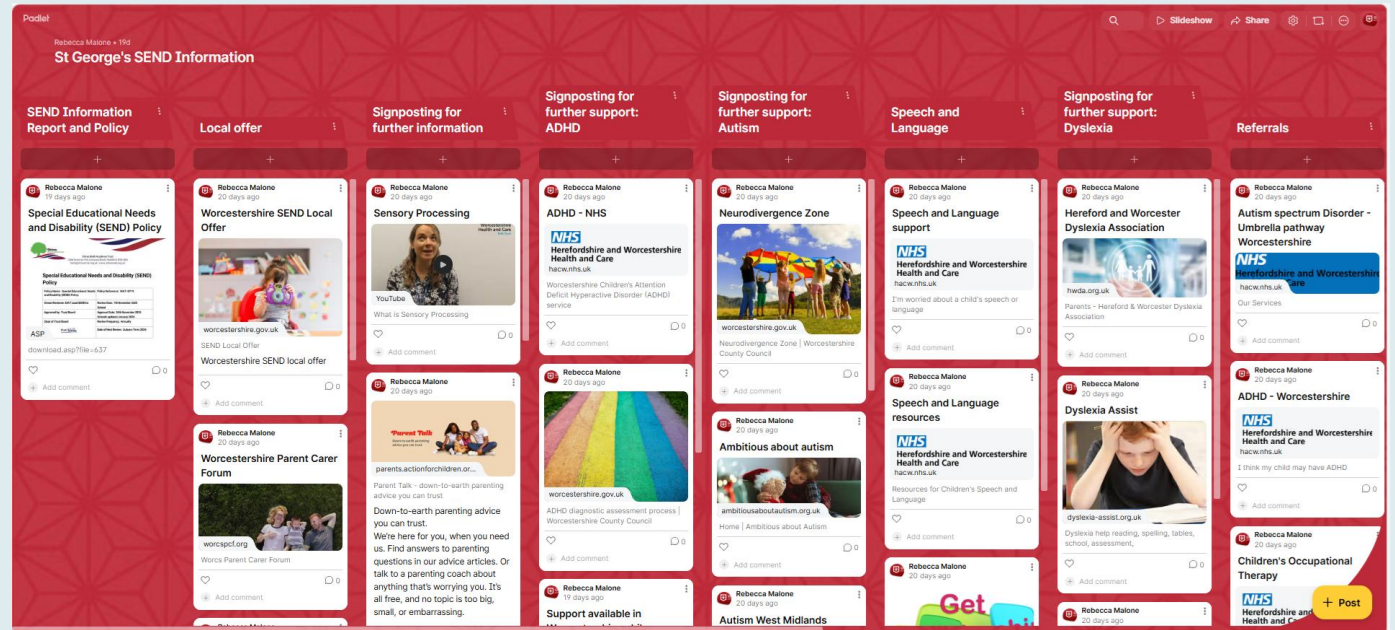
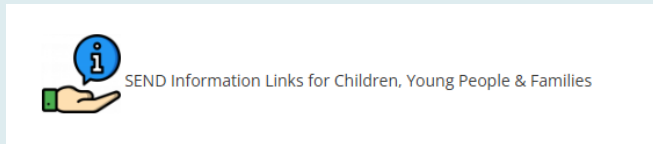


The screenshot shows the Worcestershire County Council website. The header is purple with the council logo and navigation links: News, Events, Council services (with a dropdown arrow), Jobs and careers, Your Councillors, and My account. A search bar is on the right. The breadcrumb trail reads 'Home > SEND Local Offer'. The main content area features a grey box with the title 'SEND Local Offer' and the text 'Information and advice for families with children and young people with SEN and/or disabilities.' To the right is a photograph of children in a classroom. Below the main content, a paragraph states: 'Our Local Offer provides information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. You can find out about resources, services, support, activities and events here.'

Padlet is a useful resource found on the school website, here you can find a collection of SEND and Mental Health information for children, young people and families.

Please click on the link below
[St George's SEND Information](#)

Padlet



[Return to
'quick links'](#)

SENDCo: Mrs Becky Malone

Please contact via the school office
St George's CE First School and Nursery
Stevenson Avenue
Redditch
B98 8LU
01527 62263
office@sgf.endeavourschools.org

School Contact details:

All teachers act as a Key Professional for pupils with SEND or EHCPs. This means your child's teacher will:

- Build a strong relationship with your child and with you
- Be your first point of contact for any questions or concerns
- Work closely with the SENDCo to support all your child's needs



Shires
Multi Academy Trust

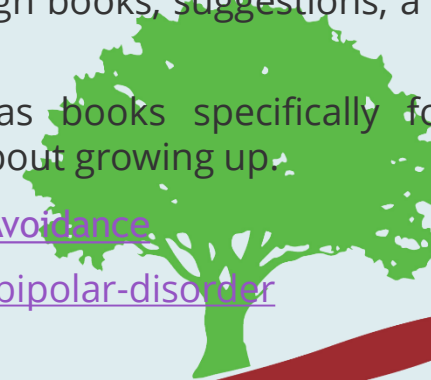
What other support services can help me?

- [Advisory Centre for Education \(ACE\)](#)- gives good information and advice about Admissions, Attendance, Bullying, Exclusions and Special Educational Needs.
- [Anti Bullying Alliance](#) – gives useful information and advice about how to deal with bullying and the impact that bullying can have.
- [Welcome to ASDFriendly.org](#) - ASD Friendly is a close-knit community of parents and carers of people with Autism and Asperger's Syndrome. Established in April 2003, ASD Friendly brings us together to share tips, vent frustrations and generally have a laugh about things that other people would never understand. We know that caring for a disabled child is difficult and rewarding; it's good to know that we don't need to do it all alone.
- [National Autistic Society \(autism.org.uk\)](#)
- [British Dyslexia Association](#) - a useful website with information about dyslexia, assessment and identification, exam concessions etc.
- [Bullying UK](#) offers on line advice and support to try to prevent or deal with bullying including information for children.
- [Cambian Education](#) - The largest provider of specialist residential education and care for young people with Autism and Aspergers Syndrome in UK.
- [Children's Legal Centre](#) – provides legal advice, information and representation for children and young people.



What other support services can help me?

- [Contact](#) - are an excellent organisation providing information and support to parents of children with many different sorts of disability, including parent-parent support. They also provide comprehensive well written booklets written in a clear concise manner for parents/carers/guardians, teachers and young people
- [Cerebra](#) - help to support parents/carers with children who have sleep issues. They also have a stress helpline.
- [Civil Legal Advice](#) - Civil Legal Advice (Legal Aid) - Free legal advice on education law matters paid for by legal aid. SEN, discrimination and judicial review (e.g. for children not receiving education/unlawful exclusions etc.) For anyone financially eligible to legal aid
- www.downs-syndrome.org.uk/ - Down's Syndrome Association - The aim of the DSA is to help people with Down's syndrome to live full and rewarding lives.
- [The Dyscalculia Information Centre - The Dyscalculia Information Centre](#)
- [Dyslexia research trust](#) - for diagnosis service
- [Dyspraxia Foundation](#)- offers information and supports individuals and families affected by developmental dyspraxia through books, suggestions, a teen newsletter, and an adult support group.
- [Family Planning Association](#) - has books specifically for parents of children with disabilities, including workbooks about growing up.
- [PDA Society - Pathological Demand Avoidance](#)
- <http://www.healthline.com/health/bipolar-disorder>



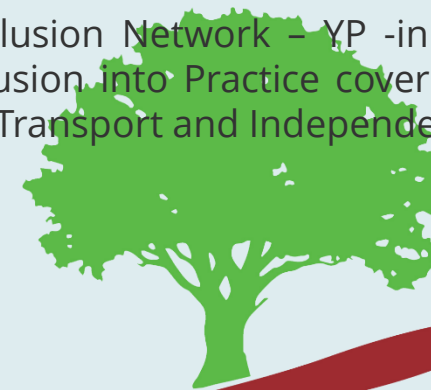
What other support services can help me?

- www.mentalhealth.org.uk - Mental Health Foundation has on-line information about anxiety, depression, ADHD etc.
- www.masteringmemory.co.uk - Boosting working memory programs for children 2-11 or 11-adult.
- www.mylifemychoice.org.uk - My life my choice - helping people speak up and develop their skills
- [National Autistic Society](http://www.nationalautisticsociety.org.uk) - The National Autistic Society give useful advice to parents of autistic children, including an online directory, which will pull together information according to your child's age diagnosis and where they live.
- [National Deaf Children's Society](http://www.nationaldeafchildrensociety.org.uk) - National Deaf Children's Society – have an informative website including information about a new software reader for spoken text on the web.
- [NHS - Conditions A to Z](http://www.nhs.uk/conditions) - find information about ASD, SPLD and other medical conditions.
- [RNIB](http://www.rnib.org.uk) - There are around two million people in the UK with sight problems and RNIB (Royal National Institute of Blind People) is the leading charity offering practical support, advice and information to anyone with a sight problem. Their pioneering work helps not just with braille, Talking Books and computer training, but with imaginative and practical solutions to everyday challenges.



What other support services can help me?

- www.singinghands.co.uk - Singing Hands – have produced a video with 25 songs for children who are learning signing before their speech has developed or have hearing or communication difficulties.
- [SOS SEN](#) - A national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the help they are entitled to, particularly in the education system.
- [Soundabout](#) - Soundabout – information about special music making workshops for children, young people and adults with disabilities.
- [Speech and Language UK: Changing young lives](#)- Speech and Language Services – Talking Point provides a guide to speech and language services and useful links to other associated websites.
- [Children's Speech and Language Therapy Service information, advice and training | Herefordshire and Worcestershire Health and Care NHS Trust](#)
- www.youngminds.org.uk - Young Minds – a national charity committed to improving the mental health of all children, advice about depression, eating disorders, and other mental health issues affecting children, see website for details.
- www.kids.org.uk - Young Peoples Inclusion Network – YP -in provides online guidance about both strategy and putting Inclusion into Practice covering issues such as Leisure and Sports Services , Youth Provision, Transport and Independent Living.



- www.cpsport.org - Multi Sport – developing sports activities for children and young people with Cerebral Palsy.
- www.specialolympics.org - Special Olympics – provide training and the opportunity to compete locally and nationally in a variety of sporting activities for children and young people with a learning disability. Organising new activities where specialist sports activities do not exist.

What other
support services
can help me?

