

## The George Eliot School's SEND Information Report 2020-2021

At The George Eliot School we aim to embrace the needs of all our Special Educational Needs and Disabilities pupils. We provide opportunities and an inclusive curriculum that responds to their diverse learning needs and disabilities.

### **What is SEND?**

Here at The George Eliot School we refer to the definition of SEND outlined in the SEND Code of Practice (updated 2015):

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has a **long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

### **What is our vision for our SEND pupils?**

We believe that all of our pupils, regardless of their needs, should be able to access an inclusive school site and curriculum. We believe that our role in school is to support our SEND pupils, allowing them to thrive in all aspects of life.

### **What are our admission arrangements?**

The George Eliot School strives to be a fully inclusive school. In order to achieve this we work closely with Local Authorities to ensure we can meet the needs of students who have an Education, Health and Care Plan.

Where this is the wish of parents and the pupil's and where admission would not be incompatible with the efficient education of other children at the School or the efficient use of resources. The George Eliot School must also be suitable to the pupil's age, ability, aptitude or special educational need. In admitting pupils with SEND to the School, we will work closely with the Local Authority and the feeder school to ensure a well-planned and smooth transition. All pupils will be taught the British Values and it is a natural expectation of the school that everyone is treated with dignity and respect. Bullying someone because of an actual or perceived disability or SEN is not tolerated. We have high expectations for our SEND pupils and expect them to play as full a part in school life as is possible.

### **How do we know if your child needs extra help?**

During year 6, we will liaise with your child's primary school, speaking with the SENDCo, with teachers and with your child. By the time your child arrives at The George Eliot School, we aim to have gathered as much information about them as possible, ensuring a smooth and, hopefully, less anxious start to year 7. We hold Transition Days at the end of year 6 where they can come and experience life at The George Eliot and become confident of our routines and expectations. This means that the usual anxieties about starting secondary school are hugely reduced.

Once pupils have started at The George Eliot, they will be monitored by their subject teachers, form tutors and support staff, who will raise any concerns they have with the Learning Support Team.

### **What should you do if you feel your child may have special educational needs?**

If you feel that your child needs SEND support, we recommend that you speak with the SENDCo, Mr Stevenson, or with staff in the Learning Support Team. Mr Stevenson can be contacted by email [Richard.stevenson@midlandat.co.uk](mailto:Richard.stevenson@midlandat.co.uk) or by telephone on 024 7674 4000. Your child's Form Tutor is always available as a first point of contact as well. Pupils are often referred to us by staff if they feel that a pupil's progress is below expectations, if they are having behavioural problems or if staff are concerned about any physical or mental health problems.

### **How will we support your child in school?**

In year 7 we have introduced a SEND form group. The group is made up of pupils who are on the SEND register for a variety of medical and educational reasons, and who we feel would benefit from a smaller, more nurturing environment.

We have high expectations for all our pupils, and offer the same curriculum to all. We run additional Literacy and Numeracy lessons throughout all year groups and teach Direct Instruction Literacy and Numeracy in lower school for targeted individuals. We believe boosting their Literacy and Numeracy skills will improve performance across all their subject areas. Other interventions include: super charged literacy, catch up literacy, Drawing and Talking, Talkabout for Teenagers, reading groups and self-esteem and anger management support.

Mrs K Taylor, one of our Progress Coaches, has a huge amount of experience in working with Autistic pupils. She undertakes check-in and check-outs, as well as carrying out sensory diets. Throughout the rest of the school, we aim to provide all pupils with the level of support that they need. Our team of Progress Coaches provide in class support and interventions where possible. Should your child need more support, we also have the support of an Educational Psychologist, to advise and suggest support strategies.

Lunch passes are provided for pupils who really struggle with the noise and bustle of the canteen; pupils are able to come and sit in the Learning Support department to eat and chat with other pupils and with our Progress Coaches.

Every child on the SEND register has a Learning Support Plan which contains information about their strengths, weaknesses and strategies that can be used with them in the classroom. This profile is discussed with and then released to staff at the beginning of each year, and then updated regularly.

We also have a varied and exciting programme of after school clubs, which all pupils are encouraged to attend, whatever their ability.

### **How will you know how your child is doing?**

Pupils who have an EHCP (Education, Health and Care Plan) are regularly monitored and reviewed by the department, and all teaching staff are updated of changes and developments. This review process involves lots of input, so that any concerns or successes can be shared and discussed. We are also in regular contact with the parents of pupils who we work with on the SEND register. Some pupils are given a key worker (one of the Progress Coaches) who will check in regularly with them and be the first point of contact with parents. Should we have any concerns about your child, we will initiate contact. Parents Evenings are held throughout the year for each year group, and there is also a Settling in Evening for the parents of year 7 pupils.

**Who else will be supporting your child's progress?**

The SENDCo regularly meets with the Principal and Assistant Principal to analyse data and discuss pupils' progress. The school also has a dedicated SEND Governor, Mrs Anthea Turner, who monitors the work of the SEND Department and the SENDCo, and reports to the Governors regarding the progress and support of SEND pupils in our school. We are regularly in conversation with outside agencies, such as Education Psychologists, Speech and Language Therapists and medical professionals.

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

Pupils are put into groups in the core subjects according to their ability. We always aim to put our SEND pupils into smaller groups and put Progress Coaches into the classroom. Although all pupils access the same curriculum, lessons are adapted to need. The school provides additional training for teachers to develop staff understanding of teaching SEND pupils and ensure that we are adapting our lessons to suit those individuals.

The Learning Support Team take an active part in helping our pupils with their option choices as they move in to upper school. If necessary, we also will arrange for your child to be tested for Access Arrangements. This means that, should they need it, they will be given extra time in their GCSE exams or maybe an adult to write their answers down or read the paper for them.

**What support do we provide for your child's overall wellbeing?**

At The George Eliot School we have a well established system of pastoral care. Your child's form tutor, who will see them every day, will be the first person your child can turn to if needed, as well as the Pastoral Leaders who are assigned to each year group. All pupils have access to the School Counsellor, Mrs Sharkey. If we feel your child needs extra support, we can have them assessed by our Educational Psychologist.

**How accessible is the school environment for disabled pupils?**

We pride ourselves on providing an environment that is easily accessible for all. There are lifts in both Linford and South enabling pupils to access all floors, and ramp access into the buildings as well. We also have disabled or adapted toilets in every block. Every effort is made to ensure that pupils with disabilities or mobility issues are fully integrated into school life.

**How do we make sure that students with disabilities and medical issues are supported outside the classroom?**

Risk assessments are carried out before any off-site activity. Whilst every effort is made to provide equal opportunities for everyone, in the unlikely event that it is considered unsafe for a child to take part in an activity, then every effort will be made to provide an alternative activity, which will cover the same curriculum areas, where the activity is considered an essential part of your child's study. Specific arrangements can be put in place by tour operators / trip providers to accommodate our pupils with disabilities and special needs. Where possible, one of our Progress Coaches will accompany pupils.

Progress Coach, Mrs Tyman, is responsible for collating and relaying information about our medical pupils to the rest of the school, in order to ensure that all staff are kept up to date about the variety of medical needs our pupils have. She is often the first contact for parents who have concerns about medical issues such as diabetes, allergies and other diagnosed conditions.

### **How do we decide how much support your child will receive?**

With regards to financial support, if an EHCP is already in place, the funding is part of the review process and is discussed at review meetings. We also rely on information that is passed on from primary or previous schools to judge what funding is needed. Sometimes recommendations come from outside services such as CAMHS or the IDS and adjustments can be made if necessary.

As pupils come to the school we look at their performance in reading and spelling tests, end of year results and recommendations from previous schools as to how much support we feel should be put in place. Regular feedback from staff and conversations with parents are also seen as invaluable sources of information.

### **How do we support your child in their GCSES?**

One of our Progress Coaches, Mrs C Middleton, is solely dedicated to working alongside year 11. She is responsible for monitoring SEND pupils' wellbeing and academic progress, supporting them in subject interventions, mentoring them with regards to what they want to do Post 16, and accompanying them on visits to colleges.

### **Who can I contact for further information?**

The Learning Support Team:

- Mr R Stevenson - SENDCo
- Mrs L Tyman – Progress Coach (Medical / English as a Foreign Language)
- Mrs K Taylor – Progress Coach (Autism / Direct Instruction)
- Miss G Sedgwick – Progress Coach (Mental Health and Wellbeing)
- Mrs C Middleton – Progress Coach (Year 11 support)
- Miss S Hiatt – Progress Coach (Year 7 support)

The Pastoral Team:

- Head of Year 7 – Mrs C Bagshaw
- Head of Year 8 – Mr C Hollick
- Head of Year 9 – Mr L Bolesworth
- Head of Year 10 – Ms H Key
- Head of Year 11 – Mrs J Glendenning

School Phone Number: 024 7674 4000

Should you want independent support or advice regarding your child's additional learning needs, **SENDIAS** (Special Educational Needs and Disabilities Advice and Support) supports parents and carers of Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. More information about their service and how to contact them can be found at:

<https://www.kids.org.uk/warwickshire-sendias-front-page>

Should you need more information regarding what support is available for children with SEND in Warwickshire, the Local Offer can be accessed at:

<https://www.warwickshire.gov.uk/send>