

George Pindar School
SEND Information Report
July 2021



George Pindar School is a fully inclusive mainstream school where all students are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. George Pindar School is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

At George Pindar School you will see:

- A well-ordered and safe community;
- Teachers who are passionate about students and their learning;
- Positive relationships between staff & students;
- A well-equipped learning environment;
- High quality teaching and learning;
- An ethos that puts students first.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report**. This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Regulation	Question	George Pindar School response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do students have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Code of Practice 2015).</p> <p>At George Pindar School, we cater for and provide for students with a variety of needs. Students at GPS have a range of difficulties including</p> <ul style="list-style-type: none"> • Speech, Language and Communication needs (SLCN); • Social, Emotional and Mental Health difficulties (SEMH); • Moderate Learning Difficulties (MLD); • Specific Learning Difficulties (SpLD) such as dyslexia; • Physical disability (PD); • Visual Impairment (VI); • Hearing Impairment (HI); • Autistic Spectrum Condition (ASC);
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of students	<i>How do you know if a child needs extra help?</i>	<p>When your child first joins George Pindar School, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; application form information; specialist colleagues and external agencies.</p> <p>Our class teachers, tutors and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at George Pindar School will further identify students with a Special Educational Need. This identification may come from tutors, subject teachers, Learning Support team, outside agencies, parents/carers or the students themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p>

with special educational needs.		<p>We follow a staged and graduated approach to identifying and assessing needs, using the ‘Assess, Plan, Do, Review’ model. The triggers for intervention could be the teacher’s, Learning Support Team’s or other’s concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, doesn’t make expected progress.</p> <p>All students with SEND are on the SEND or Monitoring registers which are accessible to all staff. Staff use this information, as well as One Page Profiles and targeted strategies relevant to the child’s primary and subsidiary needs, to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
3a. How the school evaluates the effectiveness of its provision for such students?	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the School’s Assessment, Recording and Reporting Policy. Teachers regularly formally assess and review progress and attainment which is communicated to parents/carers by a report that is sent home. Additionally, parents’ evenings and a tutor evening are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review.</p> <p>The school has a Quality Assurance processes that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money. The SENCo and relevant support staff also regularly monitor and review targeted interventions in order to ensure both the efficacy of the intervention, and the progress pupils make whilst engaging in these support programmes.</p>
3b. The school’s arrangements for assessing and reviewing the progress	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home reports which will show your child’s current and target levels as well as reporting on their attitude to learning. Heads of Faculty, Head of Year and the SENCo will monitor and review your child’s levels. We may then put an intervention in place if necessary. This could be an in-class intervention or a small group intervention. At the next reporting time we will check whether the right progress has been made.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child’s progress. We do this through parents’ evenings; notes in planners; email; telephone</p>

of students with special educational needs		<p>calls; appointments made with individual teachers; and Annual Reviews for those students with Statements or Education and Health Care Plans.</p> <p>The school provides regular information for parents through newsletters; information on the website; Parents Evenings and letters home.</p>
3c. The school's approach to teaching students with special educational needs	<p><i>How do teachers help students with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Support and advice is provided by the Learning Support team, and is sought by external agencies if and when this is required.</p> <p>Teachers have experience and are trained in differentiating for individual needs. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child is in Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>
3d. How the school adapts the curriculum and learning environment for students with special educational needs	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy and numeracy; nurture groups; intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access upper floors; disabled toilets; a hygiene room; ramps; wide corridors and equipment to help with reading and writing. Where needed, we work with specific departments within the Local Authority SEN team (Vision impairment, Hearing impairment etc.) to seek advice and implement appropriate strategies to support students.</p>

<p>3e. Additional support for learning that is available to students with special educational needs</p>	<p><i>Is there additional support available to help students with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff to support students and address additional needs they may have, including students with SEND. This includes Teaching Assistants; tutors, class teachers, and Heads of Year. We also have a Learning Support base, where students can come for additional support throughout the day. This includes during lesson time (via appropriate use of a Learning Support pass) and during social times.</p> <p>Resources are allocated based on evidence of need and effectiveness. Use of specialist equipment and interventions are implemented as and when required. This is ascertained through regular progress checks and the school's monitoring of both their academic and social progress. Students with a Statement/EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, supporting students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCPs will have targets and strategies in order to meet those wider targets found in their EHCP. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p> <p>This is based on individual student's needs. It is reviewed on a regular basis via the schools internal monitoring processes. We take into account both academic progress, as well as information such as attendance, behavior tracking and social issues. Where it is felt further intervention is required, the SENCo will approach external agencies and professionals in order to access further advice and support.</p> <p>Those students with Statements/EHCPs will receive the support outlined in their EHCP. This is revisited and where needed revised during annual/interim reviews.</p>
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<p>3f. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school, and other activities are available for students with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>A range of academic and hobby/interest clubs are available at George Pindar School. There are open to all students, including students with SEND.</p> <p>Additionally we run a range of activities to support SEND students including Homework club. We also run coursework/revision sessions for older students as and when required.</p> <p>The Extra-Curricular timetable is available from school – Please ask your child’s Tutor or any of the PE staff. A full timetable is displayed on the school website.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child’s specific needs can be discussed if they wish to join such a trip.</p>

<p>3g. Support that is available for improving the emotional, mental and social development of students with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At George Pindar School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Learning Support Manager, Teaching Assistants, the SENDCo, the Pastoral Support Officer and the Attendance Officer.</p> <p>We also access a number of external agencies, for example Early Help Team; COMPASS BUZZ and CAMHS.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how George Pindar School supports students with SEND?</i></p> <p><i>What should I do if I think my child may have a</i></p>	<p>The SENDCo is Ms Anna Tunnard. Contact details: a.tunnard@gps.hlt.academy or telephone 01723 582194</p> <p>The Learning Support Manager is Ged Dalton. Contact details: g.dalton@gps.hlt.academy or telephone 01723 582194.</p> <p>Speak to your child's tutor in the first instance. The SENDCo is also available at parents' evenings, or you are welcome to make an appointment to see either the SENDCo or the Learning Support Manager.</p>

	<i>special educational need or disability?</i>	
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	<p>We have a Learning Support department which is made up of the SENDCo, the Learning Support Manager and six General Teaching Assistants. Within this team we have staff who have a range of experience and training.</p> <p>Training is provided to all staff, including teachers and TAs, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can call on support from specialist Enhanced Mainstream Schools from within the Local Authority, SEN Hubs, as well as Health and Social Care Services.</p>
6. Information about how equipment and facilities to support children and young	<i>What happens if my child needs specialist equipment or other facilities?</i>	<p>As a school we can access a range of services including Visual and Hearing Impaired Team and the Sensory, Physical and Medical Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact the SENDCo or discuss the issue at the next review/parents' evening.</p>

people with special educational needs will be secured		
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<p><i>How will I be involved in my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books); • Full attendance and good punctuality; • Completion of homework; • Checking and signing planner; • Attending parents' evenings; • Attending any meetings specifically arranged for your child. <p>We will support you by having regular communication and by being available to answer any of your concerns. Please contact the SENDCo or any of the Learning Support Team, and we will arrange a meeting.</p>
8. The arrangements for consulting young people with	<i>How will my child be involved in his/her own learning and decisions</i>	Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements.

special educational needs about, and involving them in, their education	<i>made about his/her education?</i>	Students with SEND have One Page Profiles which are written with the student, and help inform classroom teachers of the best way to support individual students. This ensures the student's voice, including their wishes, is at the center of their support.			
9. The arrangements for improving social and emotional development of children with SEND	<p><i>What additional pastoral support is available for listening to the views of students with SEND?</i></p> <p><i>What measures are taken to prevent bullying?</i></p>	<p>All students, including those with SEND, have access to pastoral support from their tutor and Head of Year.</p> <p>Students with SEND have additional access to Learning Support and may have a member of Learning Support staff as a key-worker or main point of contact in school.</p> <p>We have a zero tolerance approach to bullying. There are members of staff on duty during all social times to monitor peer engagement. We encourage students to report any instance of bullying as soon as it has happened, either to their teacher, tutor or a member of support staff.</p>			
10. Steps to prevent disabled pupils from being treated less favourably	<i>How will you make sure children are all treated equally?</i>		<p>Harassment and Victimisation</p> <p>Steps taken to prevent</p>	<p>Advance equality of opportunity</p> <p>In-depth analysis of attainment data at each progress checkpoint by middle leaders and teachers</p>	<p>Foster good relations</p> <p>Transition programme throughout each year with primary schools</p>

<p>than other students</p>		<p>pupils with SEND from being treated less favourably than other pupils</p>	<p>Accessibility Plan</p> <p>Continuing Professional Development focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding</p> <p>A Prejudice related discrimination incident log is kept in school and monitored by Senior Leadership Team</p> <p>Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. Pupil Passport, by email, by notice in briefing</p> <p>Senior Leadership Team meetings focus on the strategic development of these areas</p>	<p>Analysis of this is shared at Senior Leadership level</p> <p>Exam access arrangements are organised</p> <p>Auxiliary aids currently include: iPads, laptops, writing slopes, special handwriting pens, colour overlays/paper, and any others as necessary</p> <p>PSHCE schemes of work and assembly content are regularly adapted to reflect current and topical issues</p> <p>Lessons are regularly observed to ensure accessibility and progress against Ofsted standards</p> <p>Differentiation for access is a key component of the school improvement plan</p> <p>Pupil Passports are kept and updated regularly to ensure all staff are aware of the barriers to learning some pupils face and know how to support those pupils.</p>	<p>George Pindar School values foster respect and team work as core values and these are rewarded as in lesson and out of lesson qualities</p> <p>PSHCE schemes of work, assemblies and tutor time focus on team /friendships and promoting tolerance and respect</p> <p>RE schemes of work explore cultures and religions to teach understanding and tolerance</p> <p>Pupils/students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary</p> <p>The tutor is the primary contact for parents / carers</p>	<p>ork</p> <p>act</p> <p>act</p>
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				Where necessary the Learning Support Department will coordinate external professional provision. This is detailed in the schools Local Offer.	
11. The facilities provided to help disabled pupils access your school	<i>How accessible is the school?</i>	<p>In the last three years the following adaptations have been made to the school environment:</p> <ul style="list-style-type: none"> • Disabled parking spot marked and located next to the school reception. • All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate • Ramps have replaced the two steps into school to ensure the site is accessible to all. • One toilet has been adapted to ensure accessibility for visitors with a disability. <p>Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. The Accessibility Plan can be found on the school website.</p>			
12. Arrangements for the admission of disabled pupils	<i>What arrangements will be made for admitting students with SEND?</i>	<p>The Governing Body's admissions criteria do not discriminate against pupils with special educational needs or disabilities.</p> <p>Pupils who have Statements or Education Health Care Plans will be offered a place at School (if it is their chosen school).</p> <p>The only possible exceptions to this are if;</p> <ul style="list-style-type: none"> • the school is unsuitable for the child's age, ability, aptitude or special educational needs or • the attendance of the child at George Pindar School would be incompatible with the provision of efficient education of the other children or the efficient use of resources. 			
13. Any arrangements made by the governing	<i>Who can I contact for further information?</i>	Please contact the Learning Support Department for further information.			

<p>body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact if I have a complaint?</i></p>	<p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. The school's complaints procedure is available on the school's website.</p>
<p>14. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisation</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including:</p> <ul style="list-style-type: none"> • Educational Psychology Service; • Occupational Therapist; • Physiotherapists; • NHS School Nurse Service; • Social Care; • Visual Impaired Service; • Hearing Impaired Service; • SEN Hubs • Speech and Language Therapists; • Enhanced Mainstream Schools for SpLD and ASD • Pupil Referral Service • CAMHS • Early Help Team • Specialist Careers Advisor

<p>s, in meeting the needs of students with special educational needs and in supporting the families of such students</p>		<p>These services are contacted when necessary and appropriate, according to your child's needs.</p> <p>If you believe your child needs support from a specialist please contact Anna Tunnard or discuss at the next review/parents' evening.</p>
<p>15. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>Families are encouraged to use the 'The SEND Information, Advice and Support Services' for impartial support and advice.</p> <p>You can find more information out about this service here:</p> <p>https://www.northyorks.gov.uk/send-information-advice-and-support-service</p>
<p>16. The school's arrangements for</p>	<p><i>How will the school prepare and support my</i></p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. A member of the Learning Support Team will attend school meetings (e.g. Annual Reviews, LAC reviews) of children in Year 6, if appropriate.</p>

<p>supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work with the School's Career Advisor (Jo Bilton) and/or Specialist Careers Service to ensure relevant paperwork is completed for students with Statements/EHCP's.</p>
<p>17. Information on where the local authority's local offer is published</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>North Yorkshire County Council Local Offer information can be found here: http://www.northyorks.gov.uk/article/26714/What-is-the-local-offer</p>

Key Staff:

Vice Principal:

SENDCo:

Learning Support Manager:

Mr Blake Murray

Ms Anna Tunnard

Mr Ged Dalton