



Parents' Guide to Special Educational Needs and Disabilities at George Abbot School

We look forward to working with you to support your child in their learning and development.

| Questions | | School Response |
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| 1 | How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs? | <p>Before transition to George Abbot in year 7, our staff work closely with primary schools to collect information on students with Special Educational Needs and Disabilities (SEND) and put in place strategies to address their needs.</p> <p>Upon arrival we test all students in a range of key skills in order to identify those who will need extra support.</p> <p>During each year we regularly assess and monitor progress for all students and identify those whose progress:</p> <ul style="list-style-type: none"> • is less rapid than that of their peers starting from the same baseline • fails to match or better the child's previous rate of progress • fails to close the attainment gap between the child and their peers • widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Academic and Pastoral staff meet regularly to address the identified areas of concern from the monitoring and put interventions in place.</p> <p>If you think your child has special educational needs, please contact:</p> <ul style="list-style-type: none"> • For students in Years 7 and 8 and any prospective students: Mrs Tara Freeland – tfreeland@georgeabbot.surrey.sch.uk • For students in Years 9, 11-13: Ms Michelle Long , SENCO – malong@georgeabbot.surrey.sch.uk • For students in Year 10: Mrs Jane Richings – jrichings@georgeabbot.surrey.sch.uk • For Visually Impaired students Mrs Anita Line - aline@georgeabbot.surrey.sch.uk |
| 2 | How will the school staff | All teachers will be informed about your child's individual needs and will adapt their lessons and resources to |

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| | <p>support my child?</p> | <p>meet these requirements. Teachers receive training to deliver to a range of needs and effectively differentiate lessons. This will ensure that your child can access the lessons fully.</p> <p>Within school there are a variety of relevantly trained staff to help us fully support your child. A range of interventions and additional subject support are available. Following our close monitoring of the progress of your child if they should your child need this, it would be discussed with you. A summary of all our support and interventions available is in our provision map available on the website.</p> <p>We ensure we use interventions that have evidence to show they are effective. These interventions are monitored for impact and adjusted as needed. Where we feel something isn't working, we are quick to respond and find alternatives in consultation with the student and their families.</p> <p>If we feel it is appropriate, we bring in outside professional support from a range of agencies.</p> <p>Alongside this, we have a strong pastoral system which is very effective and supportive. All pastoral heads of Year are non-teaching and so have time to support pupils' pastoral needs.</p> |
| 3 | <p>How will the curriculum be matched to my child's needs?</p> | <p>All our teachers will differentiate their lessons to meet the needs of all learners.</p> <p>Most of our students will follow the main school curriculum. It is a broad and balanced curriculum with a wide variety of subjects on offer for GCSE as well as other, more vocational accredited courses. However, a small number of students will have individualised programmes to meet their needs. This may include reduced timetable, flexible day, individual lessons, small groups and off-site programmes.</p> |
| 4 | <p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p> | <p>Throughout the year there will be several meetings organised for parents and staff to meet to discuss, review and monitor the provision and progress of each student. Students with an Education, Health and Care Plan (EHCP) will have review meetings at least 3 times a year with the SENCO or Head of Visually Impaired Unit. One of those will be the student's annual review.</p> <p>Parents can access live assessment data reports at any time on Go4schools. These reports will contain information on effort, behaviour and attainment data.</p> <p>Parents are encouraged to liaise with staff and the school run several workshops every year to disseminate</p> |

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| | | <p>information and strategies to parents on certain subjects and topics. This is also reinforced by updates on the curriculum and school initiatives which we share through our newsletter, website or parent mail.</p> <p>Through our website students can access learning programmes at home to reinforce what they are doing at school as well as all their homework. Our website also offers resources for parents to use to support their child's learning and a list of weekly subject support sessions and homework clubs.</p> <p>We encourage regular contact with parents in a range of ways to enable us to work together to support your child's learning.</p> |
| 5 | What support will there be for my child's overall well-being? | <p>At George Abbot we ensure that all staff are trained to deliver high quality pastoral care which is key focus of our school. The form tutor provides a consistent person in building a relationship with your child and being their main point of contact. Each year group in KS3 and 4 have a non-teaching Pastoral Head of Year and both year group, house and whole school identity is developed through assemblies and a range of competitions, activities and events.</p> <p>All staff receives relevant medical training and the school employs a medical officer who runs the school medical room as well as writing care plans with parents and disseminating this to staff. We have a weekly visit from our school nurse. We have several designated safeguarding leads.</p> <p>The school has high expectations of behaviour and has a behaviour policy; which includes guidance on expectations, rewards and sanctions. This is fully understood and implemented by all staff. Attendance is rigorously monitored, and support put in place if required.</p> <p>Pupil voice is part of our school ethos and this is encouraged in a variety of ways on a regular basis, including the student council. We have a peer mentoring programme and tutoring programme with sixth form students supporting our younger students. The school runs support groups for young carers and encourages healthy eating. All our students on alternative provision are monitored regularly.</p> |
| 6 | What specialist services and expertise are available at or accessed by school? | <p>Our SEND staff are well trained and experienced, and we have several specialist Teaching Assistants who are trained in a specific needs E.g. Autistic Spectrum Disorder (ASD), Dyslexia, Emotional Literacy etc.</p> <p>We have 2 staff who are qualified SENCOs and one in training.</p> |

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| | | <p>The school employs counsellors, a home school link worker, youth workers and a school nurse.</p> <p>We have a range of established relationships with external professionals in health and social care, and these are recorded on our provision map.</p> <p>If we feel that a student requires further support from external agencies, then we contact the child's parents first and go through the options of support available.</p> |
| 7 | What training are the staff supporting children and young people with SEND had or are having? | <p>Throughout the year both the teaching staff and support team attend a variety of training and professional development in all areas of SEND as well as national SEND issues and changes and are kept of current issues and initiatives. This year one of the Deputy Heads and the Progress and Inclusion Advisor are training to be Special Educational Needs Coordinators to extend the knowledge within the school.</p> <p>In addition, we have individual members of support staff that are trained and continue to train for specific special educational needs. E.g. Autistic Spectrum Disorder (ASD), Dyslexia, Emotional Literacy etc. in order for them to be able to deliver specialist support to our students and share this knowledge with all staff.</p> |
| 8 | How will my child be included in activities outside the classroom, including school trips? | <p>We encourage involvement of all our students in all aspects of the curriculum including activities outside the classroom. We will consult with parents and health professionals to make access arrangements for students, so all can access school trips and out of hours learning.</p> |
| 9 | How accessible is the school environment? | <p>We have an Accessibility Plan in place and as such we consider our environment to be mostly accessible even though the site is spread in many buildings over a large area. There are many flights of stairs and some of the upstairs rooms are accessible by a lift. Some of the upstairs rooms do not have wheelchair access, however we organise a down stairs timetable in this situation. We are vigilant about making reasonable adjustments; where possible. We monitor the languages spoken by families in our school and where possible; we also ensure any home communications are available in the relevant languages and when required translators are asked to attend meetings. Pupils in the Visually Impaired unit benefit from lined steps, Braille signs and mobility training. There are disabled toilets on site.</p> |
| 10 | How will the school prepare and support my child to join it, transfer to a new setting for the next stage of education and life? | <p>We have a robust Induction programme in place for welcoming new learners to our setting both in Year 6, the 6th Form and In Year admissions.</p> <p>We have very good relationships with all our main feeder primary schools as well as settings children/young people move onto. We liaise closely with primary schools and provide additional transition support both before</p> |

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| | | <p>your child starts and afterwards, if it is needed. We also work with prospective post-16 and 18 education providers regarding support that may be required for individual students.</p> <p>The school also runs a variety of careers events, transition days and programmes designed to assist all our students with transitions and options as well as individual careers guidance and support.</p> |
| 11 | How are the school's resources allocated and matched to pupils' special educational needs? | <p>Our finances are monitored regularly, and we utilise resources to support each individual learner needs, as well as the overall aims of the school. All interventions are costed and evaluated to ensure value for money. resources allocated and matched to students' special educational needs.</p> <p>The allocation of provision per child is closely monitored for impact on progress. There is a provision map to track students' personal budgets accurately.</p> |
| 12 | How is the decision made about what type and how much support my child will receive? | <p>We expect all staff to differentiate and meet the needs of students through high quality teaching which is outstanding teaching and learning. Progress is rigorously monitored, and resources allocated to ensure that every student with SEND achieves. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored regularly for impact and outcomes are defined at the start of any intervention.</p> |
| 13 | How are parents involved in the school? How can I be involved? | <p>We strongly believe in a partnership with parents to support students' learning, needs and aspirations. George Abbot places great importance on partnership with parents and the impact that parental involvement has on student progress.</p> <p>We welcome parental involvement in several ways and encourage parents to contact staff by phone or email to discuss their child's progress. We host parent focus groups and there are regular clinics with the head teacher to listen to any parental concerns. Parents volunteer to invigilate, read and scribe for exams for students and help on school trips and visits is very much welcomed and appreciated. There is an active Parent Teacher Association (PTA) who organise fundraising events and our Governing Body includes parent governors. We would warmly welcome you to become involved with our school.</p> |
| 14 | Who can I contact for further information? | <p>More information is available in our school SEND Policy and Information report on the website, or to discuss any aspects further or your child's SEND needs please contact:</p> <ul style="list-style-type: none"> • For students in Years 7 and 8 and any prospective students: Mrs Tara Freeland – tfreeland@georgeabbot.surrey.sch.uk • For students in Years 9, 11-13: Ms Michelle Long , SENCO – malong@georgeabbot.surrey.sch.uk • For students in Year 10: Mrs Jane Richings – jrichings@georgeabbot.surrey.sch.uk • For Visually Impaired students Mrs Anita Line - aline@georgeabbot.surrey.sch.uk <p>We look forward to working with you to support your child in their learning and development.</p> |

