



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

1	<p>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>	<p>Before transition to George Abbot in year 7, our staff collaborate 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 assess all students in a range of key skills. We also put LSA support into year 7 classes in the first few weeks to monitor how students settle in and use these observations along with tests results to allocate support. 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 baselinefails to match or better the child's previous rate of progressfails to close the attainment gap between the child and their peerswidens 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 and put appropriate support in place.</p> <p>If you think your child has special educational needs, please contact:</p> <p>For students in Year 7 and for general enquiries: Mrs Jane Richings- jrichings@georgeabbot.surrey.sch.uk</p> <p>For students in Years 9 & 10: Mrs Liz Boothman – lboothman@georgeabbot.surrey.sch.uk</p> <p>For students in Years 8 & 11 Mrs Lizzie Ferris - lferris@georgeabbot.surrey.sch.uk</p> <p>For students in Years 12 & 13</p>
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		Mrs Jane Wallace-Jones - jwallacejones@georgeabbot.surrey.sch.uk
2	How will the school staff support my child?	<p>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. Please see our provision map which documents Wave 1 (Ordinarily Available Provision) strategies in classrooms.</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 is not 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	How will the curriculum be matched to my child's needs?	<p>All our teachers will differentiate their lessons to meet the needs of all learners. Staff are provided with a SEND Information Sheet for each student with significant SEND needs, so they are aware of needs and strategies to support them.</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 a reduced curriculum, reduced timetable, flexible day, individual or small group interventions and off-site programmes.</p>
4	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>Throughout the year there will be opportunities for parents and staff to meet to discuss, review and monitor the provision and progress of each student. These can be with subject teachers, pastoral staff, or the SEND team. Some are pre-arranged and others can be arranged as required on parental request.</p> <p>Parents are encouraged to attend the school run information evenings every year to disseminate 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 website and parent mail.</p> <p>Students with an Education, Health, and Care Plan (EHCP) will have review meetings at least two times a year with</p>

		<p>the SENCO or deputy SENCO. One of those will be the student's annual review.</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 KS4 have a non-teaching Pastoral Head of Year and Inclusion Manager to oversee the pastoral care of students. Year group, house and whole school identity is developed through assemblies and a range of competitions, activities, and events.</p> <p>Within school we have youth workers, ELSA (Emotional Literacy) trained staff, home school link workers and trained designated safeguarding leads to support those who require additional well-being support and all staff are trained in safeguarding. 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 disseminates these to staff.</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 a number of High-Level Teaching Assistants (HLTAs) who are trained in a specific needs E.g. Autistic Spectrum Disorder (ASD), Dyslexia, Emotional Literacy, Speech & Language etc. Our Special educational Needs Co-ordinator (SENCO) is very experienced and trained in a wide range of SEND and is a qualified teacher. There are also four deputy SENCOs who support different year groups.</p> <p>The school employs counsellors, a home school link worker and youth workers. We have a range of established relationships with external professionals in health and social care, and these are recorded on our provision map. If we feel that a student requires further support from external agencies, then we contact the child's parents first to</p>

		go through the options of support available.
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 initiatives. There are four staff in school trained as SENCOs and one further staff member in training 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. 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?	We encourage involvement of all our students to take part 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, out of hours learning and extra-curricular clubs.
9	How accessible is the school environment?	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 with some of the upstairs rooms are accessible by a lift. Some of the upstairs rooms do not have wheelchair access, however we are able to organise a downstairs 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. There are disabled toilets on site.
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, as well as 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 consult closely with primary schools and provide additional transition support both before your child starts and afterwards if it is needed. We also work with prospective post-sixteen 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 highly successful 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 are 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	We expect all staff to differentiate and meet the needs of students through high quality responsive teaching. Most

	about what type and how much support my child will receive?	students should be able to make progress with this level of support. Progress is regularly 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. Our provision map lists the types of support that can be offered. All interventions are monitored regularly for impact and outcomes are defined at the start of any intervention. Should the support we can provide in school not be enough to support progress, we can bring in external specialists and then apply for an EHCP should this be required.
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 a number of ways and encourage parents to contact staff by 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 in exams 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 the relevant member of the SEND team as listed in question 1.</p> <p>If you have a pastoral related question, please contact your child's Form Tutor, Head of Year (HOY) or Inclusion Manager (IM).</p> <p>For subject related questions, please email your child's class teacher in the first instance.</p>