



ST GEORGE'S C OF E PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

St George's C of E Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs, backgrounds or abilities. We have the same high expectations and educational aims for children with special educational needs and/or disabilities, as we do for all the children in our school. The school makes every effort to provide a safe, secure and inclusive environment for teachers and pupils, which ensures that the needs and disabilities of all pupils are met to acceptable standards and do not present as barriers to their learning.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

What are special educational needs (SEN)?

St George's C of E Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2014).

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught. Please refer to the school's EAL policy.

Special educational provisions means [SEND Code of Practice (DfE, July 2014)]:

- educational or training provision that is additional to, or different from, that made generally for other children of the same age.

Aims and Objectives

The aims of this policy are:

- to ensure that our school environment meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for as early as possible and to build on the practice of the Early Years Providers
- to make clear the expectations of all partners in the process; staff, parents, children and external agencies
- to identify the roles and responsibilities of staff in providing for children's special educational needs

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- to ensure that all staff are aware of and carry out their responsibilities for children with special educational needs
- to enable all children to have full access to all elements of the school curriculum.

Categories of SEND

St George's C of E Primary School is a mainstream school with experience of supporting pupils with a range of differing and diverse needs. The four areas of special educational needs include:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Autism may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties, (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, mental and emotional health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

4. Sensory and or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

These areas give an overview of the range of needs. Individual children often have needs that span across all these areas and their needs may change over time.

Provision for Pupils with SEND

At St George's C of E Primary school we believe that all the teachers in our school are teachers of children with special educational needs. We adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. This means that children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

Identification and assessment

Where staff or parents raise concerns about a child's needs, a Cause for Concern is logged with the SENDCo. The class teacher and staff, then plan how to support the child alongside the quality first teaching on a day to day basis.

We follow a graduated response to the assessment of SEND as set out in the Code of Practice (2014), recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

Where a child is identified as needing SEND provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:

1. Assess

When a child has been identified as needing SEND support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher or contact with the SENDCo. The SENDCo coordinates assessments from outside agencies to support the specific needs of the individual following evidence to show the impact of any targeted support used.

2. Plan

Where it is decided to provide a pupil with SEND support, parents will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's individual provision map (IPM) which outlines any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

3. Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and specialist reports. They will discuss interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and needs, in problem solving and advising on the effective implementation of support.

4. Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly provision map review meetings. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

SEND Register

In most cases the first response to an identified need should be class-based planning and monitoring, and then interventions targeted at a child's identified needs. Teachers can plan specific

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programmes to support those needs. Once a programme of time-limited extra support has been planned, progress will be reviewed at the next Pupil Progress Meeting. Where, despite personalised interventions, a child's progress continues to be unsatisfactory, the SENDco in collaboration with parents will decide whether to add that child to the School's SEND register at SEND support.

SEND Support

A child's needs are categorised as 'SEND Support' when the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions. In some cases, a child's SEND may be immediately apparent and the SENDco will agree to identify those needs and make appropriate referrals immediately. The decision to identify a child as SEND Support must always be agreed by the parents/carers.

Provision for children who are identified as SEND Support will be overseen and coordinated by the SENDco. Individually administered interventions and assessments, made by the school or by outside agencies, are managed by the class teacher and the SENDCo. Targets are set on a child's Individual Provision Map and these will be reviewed termly. Where appropriate, additional support and advice may be sought from relevant outside agencies. We will always ask for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and sharing reports.

Progress is monitored throughout the year by the class teacher, SENDco and other Senior Leaders.

Education, Health and Care Plans (EHC Plan) (previously known as a statement)

An Education, Health and Care (EHC) Plan is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school.

The Health element of the plan will set out any health services or health support that the child needs to ensure they can attend school and participate fully in school life.

The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDco will work closely together with parents and children to explain the process and gather their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by Worcestershire Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed

with an EHC Plan. In some cases, the school may be given help to access the resources in the Local Offer, without the need for an EHC plan.

If Worcestershire SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Worcestershire will provide. This support varies depending on the pupils' needs and may include:

- One-to-one support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment or advice from outside agencies such as Speech Therapists or Occupational Therapists.

The SENDCo will endeavour to secure an appropriate level of funding to support the child's needs in the school setting.

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too. Once an EHC Plan is issued, the SENDCo ensures that all of the actions and provision outlined in the Plan as the school's responsibility are carried through. In addition:

- There is a continuation of the current school-time provision for the child as outlined in the SEND Support section;
- Targets are set for the child based on the EHC Plan;
- The class teacher, SENDCo and outside agencies complete a provision map in collaboration with parents/carers and children, detailing the special provision to be made for that child;
- The progress of the child is reviewed termly;
- This process is supported by members of the Senior Leadership Team;
- The outcomes and provision detailed in the EHC Plan are formally reviewed annually (led by the SENDCo), in collaboration with any relevant outside agencies, and with parents/carers and children, and is then submitted to Worcestershire Council for approval.

EHC Plans include key targets and detail the provision and support needed to achieve those.

However, the EHC Plan now covers the child/young person from age 0 up to 25 years of age, focuses more on long-term and medium-term outcomes, and aims to place greater emphasis on the views of the families and children/young people concerned. An EHC Plan is legally binding and usually implies provision of additional resources for the school and/or family.

Links with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. At St George's C of E Primary School we pride ourselves on our strong

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links with external agencies. These include: Learning Support Team (LST), Hearing impairment team (HI), Speech and Language Therapy Service [SALT], Complex Communication Team (CCN), Behaviour Support Team [BST], Early Intervention Family Support Worker [EIFSW], the School nurse and the Educational Psychologist [EP].

SEN In-service Training

At the beginning of each year the SENDco, in consultation with SLT outline SEND training priorities for the year ahead. Following this, consultants/experienced professionals, educational psychologists, children's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs. Regular in house staff training is organised by the SENDco for teachers and TAs focusing on specific areas of need.

Partnership with Parents

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision so that a collaborative problem solving approach can be implemented. The SENDco or class teacher will contact parents to discuss referrals to outside agencies such as Learning Support Team, Speech and Language Therapy, Educational Psychology. Parental permission is always sought before any referral is made. Parent consultation meetings are held twice a year in the Autumn and Spring terms. The SENDco also runs a termly SENDco surgery where parents are invited to come into school to meet with the SENDco. This is open to all parents throughout the school. Parents are also welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENDCo. Our school SEND information report is also available on our website.

The voice of the child

All pupils are encouraged to be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter.

Throughout their time at St George's C of E Primary School we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to teachers and TAs about their learning
- class and individual reward systems
- taking additional responsibilities, e.g. school council, playground leaders.

Links with other schools, entry and transfer arrangements

Entry and transfer to/from other schools

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- The Reception class teacher, TA and on occasion the SENDco visit nursery settings, pre-schools and homes of children due to transfer into Reception. During these visits they discuss children's learning needs in preparation for the transfer.
- Children are given the opportunity to visit the school during the summer term before they begin Reception.
- SEND records are transferred following county procedures.
- There are opportunities for all pupils to visit their prospective Secondary School during the summer term.
- Pupils with SEND are given additional transition visits, if required, so that they will become more confident in their new environment.
- Representatives from local secondary schools are available for consultation before the time for transfer and may meet parents and pupils.
- The SENDco of the receiving school, where possible, attends the final annual review of Year 6 pupils with Education, Health and Care Plans for whom the particular school has been named.

Transfer within school

- Teachers liaise closely when pupils transfer to another class and ensure that any important information and documents are shared.
- SEND pupils may have additional visits in their new class before transfer.
- Transition books are provided to those children who require them.

SEND Co-ordinator roles, responsibilities and procedures

The role of the SENDco

In our school the Special Educational Needs Co-ordinator (SENDco) is Lottie Smith who holds the National Post Graduate Certificate in Special Educational Needs Coordination. The role includes:

- managing the day-to-day operation of the policy
- coordinating provision for children with SEND
- liaising with the relevant designated teacher/teaching assistant where a looked after pupil has SEND
- advising on a graduated approach to providing SEND support
- working with the Head teacher on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the LA and LA support services
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date.
- Supporting TAs who work 1:1 with children. Holding performance management meetings with individual teaching assistants.
- Carrying out SEND learning walks with the assigned SEND Governor.

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The role of the Head teacher

The interim Head teacher, Mrs Amy Lloyd, has overall responsibility and in turn is directly responsible to the Governors. As such she is:

- to be responsible for the day to day management of all aspects of the school life including provision for children with SEND
- to liaise with the SENDCO
- to keep the Governing Body informed on the working of the policy;
- to ensure as far as possible that all members of staff receive appropriate training.

The role of the class teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers are expected:

- to be fully aware of the contents of this policy
- to be responsible for raising concerns about individual children with the SENDco
- to be responsible for writing and implementing provision maps for children with SEND in their class, with support from the SENDco where required
- to collect relevant information about the children in their class
- to work closely with children with SEND, providing increased differentiation, monitoring and reviewing of the child's progress
- to consult with the child's parents/carers as appropriate, at least 3 times a year
- to liaise with the SENDco and external agencies as appropriate
- to attend relevant SEND training

The role of support staff

Support staff play a vital role in supporting a child with SEND through an individualised intervention programme. As such their role is:

- to work with small groups or individual children as required by the class teacher or SENDco
- to deliver a range of activities linked to the child's specific learning difficulty
- to monitor the children's progress in the activities and report back to the class teacher and the SENDco
- to keep records of progress for the interventions they run
- to liaise regularly with the class teacher and the SENDco in order to adapt and amend programmes
- to be involved in the provision map target setting and reviewing process
- to attend relevant SEND training
- to attend annual reviews

The role of the Governing Body

Barbara Rolison is the SEND Governor. As such her role is:

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- to fulfil her statutory duties towards pupils with SEN as prescribed in the Code of Practice
- to monitor the appropriate staffing and funding arrangements
- to regularly meet with the SENDco to discuss SEND at St George's
- to monitor the overall work of the school in regard to SEN as a governor
- to review and evaluate the SEN policy
- to ensure that the necessary provision is made for any pupil who has SEN.

Complaints

Parents and carers of children with SEND follow the same procedures as parents and guardians of other children in the school. This procedure is outlined in the school complaints policy. However, if they have a complaint about the provision for their child with SEND they are encouraged to speak to the class teacher or SENDco in the first instance.

Evaluation and assessment

The success of the school's SEND policy and provision is evaluated by:

- Monitoring of classroom practice during observations by the Senior Leadership Team.
- Termly pupil progress meetings where pupil tracking data and test results for individual pupils, vulnerable groups and cohorts are analysed
- Termly monitoring of procedures and practice by the SENDco and the SEND governor.
- SEND reviews, which evaluate the success of our policy and sets new targets for development.

Review date: 28.09.2026

This policy is due to be reviewed September 2027.