

St George's C. E. Primary School



Special Educational Needs and Disability Policy 2023 - 2024

Approved by: Governors

Review Date: November 2024

Vision Statement



Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'EVERYONE matters, EVERYONE achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other as equal human beings and celebrating our differences.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'
Mother Teresa.

Special Educational Needs and Disability Policy 2023 - 2024

St George's C of E Primary School

Vision and values

At St George's Primary School all staff and Governors are committed to providing all pupils with equal access to the curriculum, where possible, regardless of any Special Educational need they may have.

A child has a special educational need if he or she has a need that calls for interventions that are additional to or different from those provided as part of the usual classroom provision. Needs include the children's academic (learning and cognition), physical and sensory, social and/or emotional/behavioural, which are identified as giving cause for concern.

The needs of our pupils will be identified at the earliest possible stage and every effort will be made to maximise potential for learning. We aim to give all children the opportunity to succeed and improve according to their aptitude and ability in all areas of the curriculum as well as socially, morally, spiritually and culturally. We strive to provide an inclusive education for all children.

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of **everyone** involved in providing for pupils with SEND.
- Identify the way we identify, implement and evaluate our SEND provision and practice with reference to the requirements of the 2015 SEND Code of Practice.

Legislation and guidance

This policy and information report is based on the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following legislation:

- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEN and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad areas of need for SEND:

1. Communication and Interaction

Children who have speech, language and communication difficulties. This can include children with Autism Spectrum Disorder.

2. Cognition and Learning

Children who learn at a much slower pace than their peers. This can also include children who have a Specific Learning Difficulty like dyslexia, dyscalculia or dyspraxia.

3. Social, emotional and mental health difficulties

Children experiencing social and emotional difficulties which manifest in a variety of ways. This can include becoming withdrawn, disrupting behaviour or mental health difficulties such as anxiety or depression.

4. Sensory and/or physical needs

Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided. This could be children with a visual impairment, hearing impairment or children with a physical disability.

Roles and responsibilities

The SENDCo

Our SENDCo is Mrs Holly Evans who is contactable via 01952 387750 or SENDCo@stgeorgesschool.org.uk

The SENDCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEND governor

Our SEND governor is Bavita Williams.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions using Provision Map and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Identification of SEND

At St George's C of E Primary School, we understand the importance of early identification of SEND. For some children, it can be identified at an early age. However, for other children, difficulties become evident only as they develop. Either way, we will respond to any concerns as soon as possible, working in partnership with parents.

Members of staff work closely together to communicate any concerns as soon as possible. This may arise from behaviours displayed in the classroom, class assessments (which are formally completed on a termly basis) or from conversations with parents. The SENDCo will review data on a termly basis and identify children who: fail to match or better the child's previous rate of progress; fails to close the attainment gap between the child and their peers or widens the attainment gap. Any social and emotional concerns are recorded on CPOMS and tracked in partnership with the Children and Family Support Manager (Abbi Jervis).

We recognise that slow progress and low attainment do not necessarily mean that a child has SEND and likewise if a child is working at age expectations, it should not be assumed there is no learning difficulty. Children who have English as an additional language are not necessarily SEND and if there are any concerns with progress, we will liaise with the Multi-cultural Development Team to identify whether

there are limitations with command of English or if it arises from SEND.

[Appendix 1](#) illustrates the journey of children with SEND at our school.

Staff Training

In the last year, our staff have attended various training courses to help us meet the individual needs of our children. Here is a selection of the courses we have attended:

- Makaton in our Early Years Foundation Stage;
- Little Wandle Phonics – catch up and keep up interventions;
- Speech and Language workshops by Shropshire Community Health – including Visuals; Attention and Listening; and Contrastive Pairs;
- Future In Mind – Eating Disorders; Self-Harm; and Core Emotions;
- Emotional Literacy Support Assistants Supervision with the Educational Psychologist;
- Talk Boost – Early Years, Key Stage One and Key Stage Two;
- We have received support from The Bridge Outreach who have provided us with training around Intensive Interaction; Drama Games; and the use of visuals;
- The SEND team regularly attend SEND network meetings with the Local Authority.

Support for improving emotional and social development

At St George's, the emotional health and wellbeing of all our children and staff is of utmost importance to us and we endeavour to support each other in this. Our school motto 'Everyone Matters and Everyone Achieves' is at the heart of all we do. We constantly aim to promote a positive approach to learning and will support children who find aspects of education challenging.

We provide support for pupils to improve their emotional and social development in the following ways:

- Lunchtime Lounge

- Gardening Groups
- Build to Express Lego
- Drawing and Talking
- Sand Therapy
- Forest School
- SEND pupil voice
- BeeU Mental Health Trailblazers

Working with other agencies

We recognise the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEND.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Learning Support Advisory Team
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Early Years Inclusion Team
- Sensory Inclusion Service for hearing and visual impairments
- The school nursing team via Healthy Child Programme
- Inclusive School Forum – advice and funding, including requests for The Bridge Outreach support.

We also have links with the following organisations:

- The Local Authority
- Strengthening Families
- Parents Opening Doors (PODs)
- SENDCos in other Telford schools

Policy development and implementation

This policy is the responsibility of the SENDCo (Mrs Holly Evans) and will be reviewed on an annual basis.

Appendix 1



The SEND journey at St George's CofE Primary School



Identification/Pre-SEND

Previously identified as having a SEN/D at their former setting	Assess	Concerns about academic, emotional, physical or social progress are identified by either parents, Class Teacher, SLT or the SENDCo. This might be through an informal conversation, a School Based Meeting, data analysis or pupil progress meetings.
	Plan/Do	The Class Teacher will complete a SEND referral form identifying concerns and reviewing current Quality First Teaching strategies. (e.g. differentiation/resources) This will be reviewed by the SENDCo who will give further suggestions and recommendations after monitoring and/or completing an observation using a pre-SEND checklist.
	Review	If, after adjusting Quality First Teaching strategies, there is still limited progress, the child will be placed in short-term targeted interventions which will then be reviewed after a term. This will be discussed with parents.

If there continues to be concerns:

SEND Support

	Assess	Appropriate assessments take place depending on the Area of Need. This may involve referrals to external agencies for specialist support e.g. Educational Psychologist, Learning Support Advisory Teacher, Occupational Therapy, Speech and Language, Early Years Advisory Teachers
	Plan/Do	Interventions and additional provision will be planned based on any assessments that have taken place. Short-term targets will be created. This will be discussed and reviewed with parents/carers three times a year.
	Review	Plan to be reviewed termly with evidence. The aim is for short-term targets to be met each term. If the child is making good progress, there will be consideration as to whether they need to remain on the SEND register.

If the child is continually making limited progress, despite several APDR cycles, then an EHCNA will be considered as long as the child meets criteria.

EHC Plan

EHCP is reviewed annually with parents, teachers and appropriate external agencies.

If the child doesn't meet EHCP criteria, but we feel we need additional funding/advice, an application the Inclusive School Forum will be completed with the possibility of Additional Inclusive Funding (AIF).

Additional Inclusive Funding

AIF is reviewed annually by the school and sent to the ISF. If needs have changed, there may be a need for an EHCP application.

Additional funding is received to ensure the child is receiving bespoke interventions to improve progress. Bespoke targets are created and the APDR is repeated and reviewed each term.