



*'Growing up together in Newtown
Lifelong Aspirations, Lifelong Prospects'*

St. George's C of E Academy Newtown

SEND Policy 2024/2025

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice (CoP) 0 – 25 years (January 2015) 3.65, and has been written with reference to the following guidance and documents:

- Equality Act (2010)
- National Curriculum in England Key Stage 1 and 2 Framework Document (Sep 2013?)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Accessibility Plan
- Safeguarding Policy
- Teachers Standards (2012)

Prepared in accordance with the following UNCRC articles:

- 3: All organisations which are involved with children should do what is best for the child.
- 23: Children who have any kind of disability should have special care and support, so they can lead full and independent lives.

This policy was co-produced by the school's Special Educational Needs Coordinator (SENDCo) and Governing Body, the Senior Leadership Team, all staff and parents of pupils with SEND.

This policy is intended to be a working policy that makes explicit the ways in which our school can address the varying special educational needs of our pupils, in the most effective way, to enable children with SEND to achieve their full potential.

Reviewed: October 2024
Next Review: October 2025



Rationale

We believe we are created in the image of God. We do not discriminate between children, but treat children all as individuals whatever their needs may be.

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Principles

At St George's Academy we are committed to giving all our children every opportunity to achieve their best. The achievement and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher here is a teacher of all pupils, including those with special educational needs and disabilities. We respect the unique contribution that every individual makes to our school community. In order to ensure that all children's needs are met, teaching and learning takes into account the individual and diverse needs of our pupils.

St George's is a smaller than average sized inner city primary school. Pupils come from a wide range of nationalities and a significant proportion speaks English as an additional language. 70% of pupils are disadvantaged and are eligible for support from the pupil premium funding.

Aims

At St George's Academy all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress based on their individual needs. We aim to raise the aspirations and expectations of all pupils with SEN by focusing on outcomes, rather than hours of support, so that they can go on to lead happy, productive and independent lives and to make a successful transition on to the next phase of their education.

We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families is at the heart of all we do and we work in collaboration with them and our external agencies to ensure that pupils with SEND are provided with the support they need to succeed.

To achieve this, St George's will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice (CoP) (2015).
- Operate a 'whole pupil, whole school' approach for the management and provision of support for SEND.

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- Employ a SENDCo to who will oversee and co-ordinate the SEN Inclusion Policy.
- Provide support and advice for all staff working with pupils who have SEND.

Identification of needs

At St George's we use the definition for SEN and Disability from the SEND Code of Practice (2014). This states:

- **SEN:** *'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her'. 'A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**'. 'Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**'.*
- **Disability:** *'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'***

The Code of Practice refers to four broad areas of need:

Communication and Interaction:

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning:

Children with Cognition difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health:

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs:

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.



At St George's we work in close partnership with external agencies to ensure early identification of needs. The purpose of identification is to work out what action the school needs to take NOT to put pupils into a category. At St George's we always take a holistic approach to supporting children and when considering their needs and the support they require, we will always look at the whole child.

We will also consider what is not SEN but may also impact on progress and attainment, for example:

- Disability (the CoP outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- English as an Additional Language.
- Being in receipt of Pupil Premium Grant.
- Being a Looked after Child.
- Being a child of serviceman/woman.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Some pupils might find themselves on the SEND register solely due to poor attendance. In this case the Attendance - coordinator works closely with the SENDCo and parents and carers to find ways to address the matter. If the child is off school for a number of weeks due to illness, parents are given work for the child to complete so that they do not fall behind in their academic education. Should the problem keep occurring then the child will have an Attendance Plan or a referral could be made to the School Nurse which would trigger working with a Family Support Worker.

[How the school decides whether to make special educational provision](#)

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.

Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo and an appropriate level cycle of support and provision is planned and implemented. In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions will be reviewed so that the impact of support put in place can be monitored and further information about a pupil's strengths and weaknesses can be gathered.

We employ a range of strategies (e.g. observation, diagnostic and formative assessments, teacher assessment) to make these assessments and where necessary improve teachers' understanding of

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strategies to identify and support vulnerable pupils and their knowledge of the SEND difficulties that they most frequently encounter.

For pupils who exhibit a higher or more complex level of need, we will call upon the expertise of external agencies and professionals to support our understanding and provision of the needs of our pupils.

With parental permission, the school may seek advice from external agencies.

These agencies include:

- Educational Psychology Service (EPS)
- Pupil and School Support
- Communication and Autism Team (CAT)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Family Support Worker
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEN or placed on the SEN register.

If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support and a graduated approach of support will be implemented.

Parents and carers will always be informed if this is the case and a written letter will be given to parents with a copy of the school's SEN Report for their information.

Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. Parents and carers will always be informed of this decision. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

The Graduated Approach: Assess, Plan, Do Review Cycle



At St George's we believe that *'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff'* (SEN CoP 6.36 - pg 99). *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND'* (SEN CoP 6.37 - pg 99).

Additional intervention and support cannot and should not compensate for a lack of good quality teaching.

At St Georges Academy teachers strive to do the following:

- Provide an education tailored to the needs of every individual child
- Offer access to a broad, balanced curriculum, including an appropriate curriculum for the foundation stage and the National Curriculum.
- Seek the views of the child and take these into account bearing in mind their age and understanding.
- Take into account the views of parents in respect of their child's particular needs.

Whenever a child is identified as having additional needs, the school will seek to remove barriers to learning and put effective special educational provision in place.

An Individual Target Plan (ITP) may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEN, including their response to interventions. This follows a cycle of **assess, plan, do, review** with the child at the centre of the process.

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and



guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

In order to manage the needs of pupils on the SEN register, each pupil with SEN is seen as an individual and their plan is tailored to meet their particular needs. Provision Maps are reviewed half termly with class teacher and SENDCo.

Individual Target Plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews

Roles and responsibilities

At St George's we are committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. To do this, we follow a child centred approach incorporating the input from the following people:

The Child

We recognise that all pupils have the right to be involved in making decisions and to exercise choice.

We will fully involve all pupils by encouraging them to:-

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- State their views about their education and learning – including what they like/dislike about school.
- Identify their own needs and things that help them learn best.
- Share in their target setting across the curriculum so that they know what their targets are and what to do to achieve them.
- Review their own progress towards their targets and for those and monitor their success at achieving the targets.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We will do this by:- □ Working effectively with all other agencies supporting children.

- Giving parents and carers the opportunity to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately to all concerns.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Where appropriate, agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services by providing all information in an accessible way.

Responsibility of Class Teachers

Class teachers have a responsibility to liaise with the SENDCo to:

Support all pupils with SEND and all pupils who require additional support because of a special educational need and need to be included on the school's SEND register. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with EHC Plans).

- Securing high quality provision and outcomes for all groups of SEND pupils by providing differentiated teaching, support and learning opportunities for all SEND pupils which take into account the specific needs of every pupil. Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".

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- Ensuring effective deployment of resources – including teaching assistants and other support staff - to maximise outcomes for all groups of SEND pupils and those with medical conditions.
- Taking into consideration targets and guidance given by the SENDCO or other adults from additional outside agencies.
- Enabling all SEND pupils to access learning activities and opportunities which target IEP objectives.
- Taking individual responsibility for acquiring knowledge of special education needs through active self-guided CPD.

Responsibilities of the SENDCo

The person with overall responsibility for overseeing the provision for children with SEND is Miss Cooper who is the school's SENDCo .

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENDCo .

In line with the recommendations in the SEND Code of Practice June 2014 and their job description, the SENDCo will oversee the day-to-day operation of this policy in the following ways: • Maintenance and analysis of whole-school provision map for vulnerable learners.

- Identifying a staged list of pupils with special educational needs, those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Education Health and Care plans.
- Coordinating and monitoring the quality of provision for children with special educational needs.
- Liaising with and advising teachers on delivering excellent provision for these pupils.
- Overseeing the records on all children with Disabilities and/or Special Educational Needs.
- Liaising sensitively with parents and families of children with SEND, in conjunction with class teachers where appropriate.
- Contributing to the in-service training and continuing professional development of staff.
- Implementing a programme of Annual Review for all pupils with an EHCP.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when a pupil has a special educational need which will require significant support.
- Overseeing transition arrangements and transfer of information for pupils on the SEND register from Year 6 to Year 7 and for pupils who arrive or leave mid-year.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting teachers to review the progress of pupils who are being tracked on the SEND provision register.
- Attending area SENDCo network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for SEND pupils.
- Liaising closely with a range of outside agencies to support SEND pupils including LA agencies, NHS, the voluntary sector and Social Services.
- The SENDCo is responsible for reporting regularly to the Head teacher and the Governing Body representative with responsibility for SEND on the ongoing effectiveness of this SEND polic

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Responsibilities of the Head Teacher and SLT

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which maximize their ability to learn.
- The Head Teacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCo).
- The Head Teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through:
 - Analysis of the whole-school pupil progress tracking systems;
 - Pupil progress meetings with individual teachers (may be delegated to SLT members);
 - Regular meetings with the SENDCo ;
 - Discussions with pupils and parents.

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEND policy.
- Liaising termly with the SENDCo .
- Reporting to the governing body on SEND.
- Ensuring that pupils with SEND participate fully in school activities.

Transition

Whether a child is new to our school coming from another school or moving to a new school, information sharing is always paramount to a successful transition.

In particular, for those pupils moving to secondary school, we ensure early and timely planning for transfer to and from each phase of their education and will offer transition meetings to all pupils with and their parents with SEND and not just those pupils in receipt of an Education Health and Care Plan. During the meeting, the next phase destinations and transition arrangements will be discussed:

- We will Support for the pupil in coming to terms with moving on or starting in a new setting will be carefully planned and will include familiarisation visits if required.
- Pupils will be included in all "class transition days" and may also be offered additional transition visits as appropriate and in line with their needs.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure



Supporting parents/carers and children

We provide support in the following ways:

- The Headteacher and SENDCo operate an open door policy for parents/carers seeking support and advice.
- Miss Ricketts, our Family Support Worker, is available 5 days a week.
- We have a dedicated SEN Governor who is available as a contact point.
- Individual arrangements can be made for phased entry into Reception class.
- Additional time and special arrangements for SATs.

Support for transition between classes.

- Person Centred Reviews are held between SENDCo, class teachers and secondary schools for identified pupils, alongside transition group for vulnerable Y6 pupils transferring to secondary school.
- Inviting the SENDCo of the receiving secondary school to the final Annual Review in year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2012. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips/residential.

Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The school secretary has been appropriately trained and is responsible for the administration of medicines and health care plans/protocols.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register.

School staff have specific training in speech and language, literacy and numeracy interventions. The SENDCo attends regular network meetings to share good practice with colleagues and keep up to date with SEND developments

Storing and Managing Information



Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs.

We are grateful to parents for their information sharing and openness and respect their confidentiality.

Pupils SEN information are stored in their own personal files on CPOMs. These files are electronically sent to the Secondary school when the child leaves year 6.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body. Date of next review: October 2025.

Complaints

We acknowledge that like any organisation we may occasionally make mistakes.

Should you have a concern about how something has been dealt with, please arrange a face to face meeting with the class teacher or the SENDCo , who will listen and address any worries or concerns you may have.

If you wish to take your concern further, please arrange to meet with the Head Teacher, Mrs Francis.

If you are still unsatisfied with the outcome of your concern, you can may wish to contact our SEND Governor (David Forbes) or you may wish to use the Local Authority Advice and Support Service for Special Educational Needs and Disability (SENDIASS) on 0121 303 5004 or Parents Link Service 0121 303 8461 parentlinkservice@birmingham.gov.uk

Parents can also engage with the School complaints procedures.

How the policy was put together

This policy was created in consultation with stakeholders, including the SEN Governor, staff, representative parents and pupils with SEND.

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: *About Our School* to the SEN section.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the following related guidance and documents:

Equality Act 2012: advice for schools DfE Feb 2013

School SEN Information Report (2015)

The National Curriculum in England Key Stage 1/2 framework document Sep 2013 Safeguarding Policy

Accessibility Plan

Teachers Standards 2012