

St George's Church of England Infant and Preschool

Special Educational Needs Policy



Date: July 2026

Review: July 2027

Signed: Chair of Governors

Inspire, Believe, Achieve- Let Your Light Shine Matthew 5v16.

Be inspired with all our mind, believe in ourselves to achieve and flourish

The 6 Principles of Nurture:

At St George's our commitment to nurture underpins all aspects of school life. The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- 2014 Children and Families Act
- SEND Code of Practice: 0 to 25 (June 2014)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- **Early Years Statutory Framework (Sept 2025)**
- National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- St George's Accessibility Plan
- Teachers Standards 2012
- NASEN: Updating SEN Policy for Schools (2014)
- **SEND Reform: Putting Children and Young People First (2026)**

INTRODUCTION

At St George's CE Infant and Preschool, we aim to provide an inclusive education in which all children are encouraged to aspire to their full potential, inspired by exciting learning opportunities and belief so they can achieve their goals. Quality teaching is the most essential element in this, alongside the recognition that some children will require additional or adapted provision to minimise barriers to learning and maximise progress.

The progress of every child (including those with SEND) is primarily the responsibility of the class teacher. The class teacher is supported by the SENDCo and the SLT. TAs and LSAs are also employed to support teachers in nurturing children and delivering teacher-lead/specialist-lead programmes of study.

The SEND policy will be reviewed alongside the following policies: Teaching and Learning, Behaviour, Accessibility, Safeguarding, Managing Medicines and Medical Conditions and The Equality Policy.

Provision for children with SEND at St George's is overseen and managed by the SENDCo who holds the National Award for SEN Co-ordination. Issues are raised through regular discussion between teachers/ TAs/ LSAs with the SENDCo and through regular review of provision and progress. In addition, the SENDCo contributes to the termly Headteacher's report to governors with updates on numbers of children in school on SEND Support Plans and Education, Health and Care (EHC) Plans, current interventions and pupil progress/ achievement as well as SEND attainment data with an analysis of findings.

DEFINITIONS

Definitions of Special Educational Needs and Disability (SEND) are taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them over and above the level and nature of general support given to all pupils.

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

- a) **Significantly greater difficulty** making progress or accessing aspects of school life in one or more areas (cognition and learning, communication and interaction, social emotional development or due to sensory and or physical needs) than the majority of others of the same age;
- b) A **disability** ('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' (Equality Act, 2010)) which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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 will be taught. 'Difficulties related solely to limitations in English as an additional language are not SEN; (CoP, 2015, 6.24). Additionally, 'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN' (CoP, 2015, 6.21). In these instances, further investigation and assessment should be employed.

AIMS

The aim of the St George's CE Infant and Preschool Policy is to ensure that all children are fully included in the life of the school and aspire to reach their full potential; as barriers to learning are readily identified and minimised.

Objectives to achieve this aim:

- Work within the guidance provided in the SEN code of practice 0-25 years (January 2015)
- Operate a 'whole pupil', 'whole school' approach to providing for all children.

- Ensure all children have equal opportunity to participate in the full curriculum and general life of the school; and have their successes equally celebrated.
- Ensure High Quality Teaching, with appropriate adaptation such as differentiation/ scaffolding/ reasonable adjustment, is a priority in all classes.
- Identify barriers to learning as early as possible and take appropriate action quickly.
- Provide appropriate support, advice and training for all staff working with pupils with SEND.
- Work collaboratively as a team, taking all views into account, including those of the child, parents, SENDCo, teachers, learning support assistants (LSAs) and any other professionals involved e.g. educational psychologist, speech and language therapist, occupational therapist, cognition and learning team, specialist teacher, doctor, social worker. We acknowledge that a significant proportion of children will have a special educational need at some time in their school career. Many of these children may require help throughout their time in school, whilst others may need a little extra support for a short period, to help overcome more temporary needs.

St George's CE Infant and Preschool aims to provide all children with strategies for dealing with their needs, within a supportive environment and to give all children meaningful access to the National Curriculum.

In particular, we aim to: -

- enable every child to experience success;
- promote individual confidence and a positive attitude;
- give children with SEND equal opportunities to take part in all aspects of the school's provision;
- involve parent/carers in planning and supporting at all stages of their child's development;
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service;
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

OBJECTIVES

The objectives of this policy are to ensure that we: -

- consider the views of children, young people and their families by enabling them to participate in decision-making;
- ensure that all children, whatever their special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- celebrate all children's achievements in a supportive and nurturing environment that promotes self-esteem and independence;
- support all teachers to plan inclusively to reduce barriers to learning and to provide fair access and equal opportunities for all children;
- use a graduated response cycle of assess, plan, do, review in order to identify need and monitor provision and progress;
- operate an open-door policy with effective channels of communication to ensure that the most appropriate personalised support is provided for every child;
- provide a Special Educational Needs Coordinator (SENDCo) whose work will be guided by the Special Educational Needs and Disability (SEND) Policy;
- offer training, support and advice to all staff, facilitated by the SENDCo and where appropriate, by collaborating with partners in education, health and social care to provide support.

- work within the guidance provided in the SEND Code of Practice 2015

More details about the SEND Code of Practice can be found on the Department for Education's website.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Buckinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

BROAD AREAS OF NEED

The SEND Code of Practice: 0-25 Years (January 2015) identifies four main areas of need. Children may have needs which fall into one or more categories, and these may or may not be inter-related.

Communication and Interaction

Children with speech, language and communication needs (SLCN). These children may have difficulty: -

- saying what they want to;
- understanding what is being said;
- not understanding or using social cues of communication.

Children with Autistic Spectrum Disorder (ASD) are likely to have:-

- social interaction difficulties;
- language difficulties;
- communication difficulties.

Cognition and Learning

Children who are learning at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs: -

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD) – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication;
- profound and multiple learning difficulties (PMLD) – severe and complex learning difficulties as well as physical or sensory impairment.
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties. They may be: -

- withdrawn or isolated;
- displaying challenging, disruptive or disturbing behaviour;
- experiencing anxiety or depression, self-harming or substance misuse;
- eating disorders, physical symptoms that are not medically explained;
- disorders in attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment disorder (AD).

Sensory and/or Physical Needs

Children who require special educational provision because they have a disability. These difficulties can be age related and may fluctuate over time: -

- vision impairment (VI);
- hearing impairment (HI);
- multi-sensory impairment (MSI) – could be vision *and* hearing;
- physical disability (PD) – additional ongoing support and equipment access.

It is important to note that the purpose of identification is to work out what action the school needs to take, not to fit a child into a category, nor make a diagnosis; but to help the school, and other professionals, decide what actions needs to be taken to provide appropriate support for that child

At St George's, when planning support, we will always consider the needs of the *whole* child, not just their SEND in isolation.

“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, in particular sensory requirements.”

(DfE SEND Code of Practice January 2015: p97:6.27)

The school is aware that the following factors may impact on progress and attainment and will be considered, but that they are not a definitive indication of SEND

- disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current disability and equality legislation – these alone do not constitute SEND);
- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- being in receipt of Pupil Premium Grant;
- being a Looked After Child;
- being a child of a serviceman/woman.

IDENTIFICATION

St George's CE Infant and Preschool considers the full needs of every child over their whole time in the school and will adapt provision to give a comprehensive and, where necessary, varying degree of support, depending on the individual requirements at any given time.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from TA's, LSA's or specialist support staff.

High quality teaching, differentiated where appropriate and impactful for individual pupils, is the first step in responding to pupils who have, or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At St George's CE Infant and Preschool, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes reviewing and, where necessary, providing training to improve, teachers' understanding of

strategies to identify and support vulnerable pupils, and their knowledge of the SEND most frequently encountered.

Record of Concern

Where a child has been identified as not progressing at the same rate as his or her neurotypical classmates, teachers may choose to introduce early support. Where this does not have the desired impact, a child may be regarded as having an Individual Record of Concern. At this stage, The SENDCo will observe the child and work with the teacher to identify strengths and areas of need. Discussions with the teacher will take place to establish what support has already been put in place, and a set of specific targets will be created and shared with parents/ carers. These targets will be reviewed at an agreed time.

SEN Support Plans

If, despite the use of additional interventions and support given at the Record of Concern level, children do not make increased progress, a SEN Support Plan may be put in place. This plan documents and facilitates the effective implementation of targeted special educational provision, which focuses on the reduction of barriers to learning. In line with the Code of Practice, Support Plans are reviewed three times a year. They are shared with the child and their parents; and may be amended following consultation.

All teachers use ongoing formative and summative assessments of children to measure progress and performance against National Age-Related Expectation of attainment for a child of comparable age.

Graduated Approach

The graduated approach follows a cycle of 'Assess, Plan, Do, and Review'.

Assess

In identifying a child as needing SEN support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will be based on routine formal and informal teacher assessment, teachers' experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's own views, and, if relevant, advice from external support services.

Plan

If it is decided that a SEN plan is necessary, the pupil will be formally recorded on the SEN register and a plan will be drawn up, based on the assessments and views of all those cited above. The support plan, will clearly state the teaching strategies, interventions and/or adjustments which will be put into place, alongside the outcomes for the child. This will be shared with the parents and child, as well as, all teaching, specialist and support staff involved.

When a child is identified as having a 'barrier to learning' and their progress is not in line with their peers or age/stage expectations, 'high quality teaching' (i.e. teaching by the class teacher in the classroom) with differentiated and adapted teaching/tasks for the individual child, is the first step in responding to the SEND. In other words, high quality classroom teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Do

The plan is put into action. The class teacher remains responsible and accountable for working with the child on a daily basis. Where the interventions or support strategies involve group or one to-one teaching away from the main class, they still retain responsibility for the pupil; working closely with any LSAs or specialist staff, to ensure support and interventions are carried out effectively and linked to classroom teaching.

It is also expected that, where appropriate, parents will become involved in reinforcing and/or contributing to progress towards the stated outcomes at home.

Review

The effectiveness of the support strategies and/or interventions is measured against the desired target set at the planning stage and documented on the support plan. This is shared with the child and parents. It then feeds back into an analyses of the pupil's current needs and so a new cycle of 'Assess, Plan, Do and Review' begins.

Specialist staff may be involved at any stage and this will depend on individual circumstances. The school can ask for general advice from external agencies including Speech and Language, Occupational Therapy, Educational Psychologists and the Specialist Teacher Service. The professional involved will then advise the school on how best to help the child and suggest strategies/ intervention.

Parents will always be consulted before specialists from outside the school become involved in working directly with their child.

Education, Health and Care Plan

Under the new SEND Code of Practice, from September 2014, Statements of SEN were replaced with Education, Health and Care Plans (EHCPs). This move encompasses a more multi professional approach dealing with the whole child.

An EHCP (or statement, in the past) is, in some cases issued before a child starts school to address a profound, severe or complex needs requirement. However, in a number of cases the LA may be requested to make a statutory assessment of a child whose high-level needs only become apparent as he or she develops; and who has not made sufficient progress, despite the school having taken relevant and purposeful action to identify and meet those child's needs. Assessments are a lengthy and relevant process requiring detailed information and evidence from all the involved parties, parents, teachers and other external specialists gathered over a period of time. Once all the evidence is gathered and presented, a decision as to whether to issue an EHCP is made by the LA in no more than 20 weeks.

An EHCP is specific to particular needs(s) and designed to meet clearly defined objectives or 'desired outcomes' for the child. The LA provides additional resources to help reach these objectives/desired outcomes. EHCPs are formally reviewed at least annually. Parents and any agencies involved are invited to these meetings, which are also attended by the class teacher; any LSA's working with the child (where possible) and the SENDCo. Everyone's views are listened to and considered. Discussion centres on an analysis of progress, the provision which is in place and any revisions which need to be made.

Some pupils being supported individually by an LSA may require more frequent communication with the parent/carer, in which case, a communication diary may be used.

IN CLASS SUPPORT – ORDINARILY AVAILABLE PROVISION

All pupils identified as having SEND are treated equally and given access to an appropriate curriculum. Within lessons, it is the teacher's responsibility to differentiate and scaffold learning.

Pupils with EHCPs are supported in class according to the requirements of their EHCP. Any additional adult support provided for by the EHCP, or otherwise, is carefully managed to ensure that it is effective, but not unduly intrusive, so that the child is included within the class as much as possible and develops skills of independence as appropriate.

INTERVENTIONS- TARGETED AND SPECIALIST SUPPORT

St George's CE Infant and Preschool uses a variety of research-based interventions for children on various levels of SEN support. They are delivered to small groups or one-to-one by a teacher or support staff. These programmes may also be used for children not identified as having SEN, who need a little extra help to catch up for some other reason.

Further to this, outside agencies may recommend and monitor the use of various intervention programmes for the children they work with. These may be delivered by the class teacher, an LSA, the specialist themselves or a combination of these.

Interventions may be delivered in class or by withdrawing the child for short periods of time. When withdrawal is necessary, times are planned carefully to minimise the impact of what is being missed, as far as is possible.

We have also introduced a Nurture Group as a key part of our inclusive provision, designed for young children who need more intensive support in relation to their social, emotional, or behavioural development. The group provides a calm, structured and nurturing environment where children can build confidence, form trusting relationships, and develop the skills they need to succeed in the classroom and beyond.

INVOLVEMENT OF EXTERNAL SPECIALISTS

St George's CE Infant and Preschool has access to a number of external professionals including Speech and Language Therapists, Occupational Therapists and Educational Psychologists. The referral process varies according to agency; however, teachers need to be able to provide substantial evidence of need and strategies/interventions tried before a referral will be considered.

In some cases, parents choose to have their children assessed privately for learning difficulties. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision. It must be remembered that the needs of many children are best supported through High Quality Teaching and appropriate differentiation/scaffolding.

USE OF ICT TO SUPPORT SEN

Sometimes a specialist service will recommend and provide through the LA an electronic device, such as a laptop or tablet, to increase a child's access to the curriculum. In this case, teachers and LSA's are trained by the service to support the child in their use. This provision is usually restricted to children with a physical disability.

Other specialist services may recommend the use of an electronic device, but not provide it. St George's CE Infant and Preschool has no specific funds for this, however, if there is a spare device available in the school it may be temporarily allocated to a child for certain activities; but only if, looking at all the evidence, the school decides it will be in the overall best interests of that child. If demand exceeds

availability, allocation will be prioritised by the level of need and likely impact. The final decision will remain with the school. Children are not allowed their own electronic devices into school.

SCHOOL TRIPS AND OTHER ACTIVITIES OUTSIDE THE CLASSROOM

St George's CE Infant and Preschool offers a wide range of trips and extra-curricular activities. We aim to support all pupils to enable them to attend school trips/visits and take a full part in activities organised beyond the classroom. A risk assessment is completed for each trip, which includes the needs of individual pupils when relevant. If the teacher is concerned about a pupil's safety or ability to take part, the Head Teacher will be consulted, who may also liaise with the parents and request the parent attends the trip, to ensure their child remains safe at all times. The safety of all pupils will remain the main priority.

CRITERIA FOR EXITING THE SEN REGISTER

As a pupil starts to close the attainment gap, support will be gradually reduced. If it is clear that the pupil is now able to make adequate progress without provision that is additional to or different from that which is part of normal High Quality Teaching, the pupil will be moved off the SEN register. Their progress will, however, continue to be carefully monitored and reviewed regularly.

SUPPORTING PUPILS AND FAMILIES

All Local Authorities are required to publish information about services available in their area for children and young people (birth to 25 years) who have Special Educational Needs and/or Disabilities. This is known as 'The Local Offer'. The local offer outlines all services and support available across health, education, social care and leisure services. It is designed to improve choice and transparency for families. The Buckinghamshire Local Offer can be found at: www.bucksfamilyinfo.org/localoffer

All mainstream schools are required by law to produce a SEN information Report on an annual basis. St George's SEN Annual Report can be found on our website at:

<http://www.stgeorgesamersham.org.uk/sen/>

Buckinghamshire SEND Information, Advice and Support (SEND IAS) Services (formally Parent Partnership) provides impartial information, advice and support to parents and carers of children with SEND. Further information about this service can be found at: www.buckscc.gov.uk/bcc/parentpartnership/parentpartnership.page

CHILDREN WITH SEND OF SERVICE PERSONNEL

The Children's Educational Advisory Service (CEAS) within the Ministry of Defence provides advice to Service parents, educational establishments and local authorities on education issues relation to Service children, including issues relation to SEN.

We aim to minimise any difficulties which may arise for children as a result of their Serving parent(s) employment. These may include difficulties associated with service induced mobility and/or the deployment of a family member to an operational area. Strategies employed include:

- facilitating the efficient and timely transfer of information between schools in the UK and overseas;

- providing support for children from our Inclusion Team and Child and Family liaison assistant at appropriate times;
- ensuring that access to appropriate assessments, interventions and provision is determined by the nature, severity and complexity of child's need and not related to the amount of time they have been, or have left, at St George's CE Infant and Preschool;
- using funds received through Service Pupils' Premium to improve overall approaches to meeting the SEN of service children.
- Explicitly considering any Service-related issues at reviews.

ADMISSION ARRANGEMENTS

St George's CE Infant and Preschool strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with an EHCP, the LA must provide a place unless a school is unable to meet their needs, or this place is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

TRANSITION AND LINKS WITH OTHER SCHOOLS

Transfer and links with other schools

- SEN action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Junior School
- pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation. This is arranged through the Transfer Team.
- representatives from local Junior schools are available for consultation before the time for transfer
- the SENDCo of the receiving school, where possible, attends the final annual review of Year 2 pupils with an EHCP for whom the particular school has been named
- Representatives from Woodside Junior School visit our school to meet pupils before transfer.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- there are close links between the school and the preschool; the preschool leader meets teaching staff to discuss pupils with SEN when they are about to start school

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an EHC Plan, which brings together health and social needs, as well as their special educational provision and the SEN Code of Practice (January 2015) is followed.

MONITORING AND EVALUATION OF SEND

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENDCo and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
- achievement and progress data for pupils on the SEN register on a termly basis
- termly monitoring of procedures and practice by the SEN governor
- the Governors' Annual Report to parents, which contains the required information about the implementation and success of the SEN Policy
- the school's annual SEN policy review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan targets, revise provision and celebrate success.

TRAINING AND RESOURCES

- the school is committed to gain expertise in areas of SEN
- there are regular training sessions for teachers/LSAs/TAs when necessary
- the SENDCo attends the partnership SENDCo support group termly meeting when possible
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENDCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENDCo and other staff attend County meetings and INSET when relevant

The school endeavours to provide appropriate resources for all its children but a very tight budget means it has to be carefully prioritised.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body**, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEN Governor, see appendix) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEN policy through the Governors' Annual Report to Parents
- they have regard to the requirements of the SEND Code of Practice (January 2015)
- parents are notified if the school decides to make SEN provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in planning provision and school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as a whole.

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up a SEN support plan, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom

- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- supporting the headteacher in managing LSA/TAs
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- delivering high quality teaching that includes all children
- including pupils with SEN in the classroom, and for providing an appropriately differentiated/scaffolded curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
- be fully aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

LSAs/TAs work as part of a team with the SENDCo and the teachers, supporting pupils' individual needs and helping with inclusion of pupils with SEN within the class. They play an important role in implementing targets and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

LSAs/TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Midday Supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENDCo in relation to behaviour management and other issues for particular pupils

STORING AND MANAGING INFORMATION

All children on the SEND register will have a SEN Support Plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the SEN Support Plan. It is designed to be a working document which is updated to reflect the current needs of the child. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are also responsible for maintaining and updating the Support Plans. These are then shared with everyone

involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Documents relating to pupils on the SEND register are saved electronically. SEN records will be passed on to a child's next setting when he or she leaves St George's CE Infant and Preschool. The school has a confidentiality policy which applies to all written pupil records. The school registers annually with the Information Commissioners Office (ICO) regarding data protection. The school's data protection policy is reviewed by the full governing body every two years.

REVIEWING THE POLICY

This policy has been updated in line with the 2014 Special Education Needs and Disabilities Code of Practice: 0-25 years (January 2015). It will be reviewed annually by the SENDCo and SLT, and approved by the Governing Body.

ACCESSIBILITY

At St George's CE Infant and Preschool we aim to respond to the needs of each individual child with SEN. In some instances, the classroom area may be modified to allow access to a specific user. This may include specific seating or table adjustments, use of writing slopes or a designated work area with items and equipment for the use of the child with SEN needs.

St George's has a disabled toilet for adults in the main building and a disabled parking space in the school car park

Please refer to the Accessibility policy which can be found on the school website and a hard copy is available on request from the school office.

Personal Emergency Plans (PEEPS) are drawn up for children with a physical disability and those who would require individual help during an emergency due to developmental delay.

DEALING WITH COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision, they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the Headteacher directly. The SENDIAS (Special Educational Need and Disability Information and Advice Service) formally known as Buckinghamshire Parent Partnership Service is also available to offer advice.

BULLYING

St George's CE Infant and Preschool has a clear anti-bullying and behaviour policy which:

- Promotes respect and tolerance for each other and the school
- Helps pupils towards an understanding of what is right and wrong
- Supports everyone in forming good relationships with adults and peers

Please refer to the Anti-bullying and Behaviour policies which can be found on the school website. A hard copy is available on request from the school office.

Contact Details:

Special Educational Needs Co-ordinator: Miss Lucy O'Mahony

Contactable via the school office – office@st-georges.bucks.sch.uk