



St George's Church of England Infant and Preschool



Special Educational Needs Information Report

St. George's Church of England Infant and Pre-school

Date: September 2026

Review date: September 2027

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles of inclusion as stated in the National Curriculum (DFE, 2014) and Early Years Statutory Framework (DFE, 2025).

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/government/collections/national-curriculum>

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory and or physical.

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

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2) What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) Provisions for Special Educational Needs made at the school.

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap, or gaps, in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.

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- Observation of the pupil indicates that they have additional needs.

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo Lucy O'Mahony, who can be contacted via email at office@st-georges.bucks.sch.uk
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

All pupils, including those with SEND, will be provided with high quality teaching that is adapted to meet the needs of all learners. Our approach is inclusive and promotes a community of belonging. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the teacher, support staff, senior leadership team, and the SENDCo,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and monitoring of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. staff, pupil and parent feedback on the interventions provided,
6. attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have an Early Years Foundation Stage/ National Curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using both formative and summative assessment and tracking systems and those who are not making expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and SENDCo and at any other stage as and when appropriate.

Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the adaptive teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that targeted and intensive special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve outcomes.

Action relating to SEN support will follow an assess, plan, do and review model:

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1. Assess: Data on, and information about the pupil held by the school will be collated by the class teacher/ SENDCo in order to make an early assessment of the pupil's needs. Parental and child contributions may be sought at this stage.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate interventions/ strategies identified, recorded and implemented by the class teacher with advice from the SENDCo.
3. Do: SEN support will be recorded on a Special Education Need plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be advised on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. Review: Progress towards these outcomes will be tracked and reviewed termly. If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Specialist Teacher Services
- Children and Young Person Integrated Therapy Service (Speech and Language/ Occupational Therapy/ Physiotherapy)
- Social Services
- Health partners such as School Nurse, Community Paediatrician and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided for within the school's own resources, 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.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

As part of our assess, plan, do, review process we create SEN plans. These are completed by/ with the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs. For any child with an EHCP, we also gather their views using a child friendly approach to share at their annual review meeting..

8) How will the curriculum be matched to each child's needs?

- Teachers use adaptive teaching to plan for pupils' achievement levels, for example by differentiating and scaffolding tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

- These adaptations may include strategies suggested by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared termly with parents through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

Parents may also find the contact book a useful tool to use to communicate with school staff on a more regular basis.

Parents of children on the SEN register are invited to attend a termly SEN drop in appointment to discuss their child's progress with the SENDCo. Please contact the school office who will arrange this appointment for you.

10) How will parents be helped to support their child's learning?

- The class/subject teacher or SENDCo may suggest additional ways of supporting your child's learning at home. This support is crucial to the degree of progress your child will be able to make.
- The school will share details of relevant information sharing sessions and webinars to support children's learning.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of staff and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience, self-regulation and wellbeing.
- We also provide, where possible, alternative small group opportunities during break and lunchtimes to develop social interaction skills.

13) Pupils with medical needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who administer and supervise medications, will complete formal training.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above. We work closely with these professionals to seek relevant advice and support.

15) What training do the staff supporting children and young people with SEND undertake?

Awareness training has been provided to staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training has been provided to the SENDCo on:

- Speech, language and communication difficulties
- Education, health and care plans and Annual Reviews
- Attention and memory difficulties
- Attendance at the termly SENDCo Chiltern and South Bucks Liaison Group
- Attendance at termly Stakeholder group

Specialist training has been provided to the SENDCo on:

- The National SEN Coordination award.

The school can access support from SEN specialist teachers who provide advice to staff for supporting the success and progress of individual pupils.

The Governor with specific responsibility for SEN has completed the SEN Governor training.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

- The school ensures that, wherever possible, it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. If this is unable to be achieved, we may ask for parental support in order to keep their child safe and happy in a new environment.

17) How accessible is the school environment?

- Disabled parking spot marked and located next to the school reception.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- There are no areas within school which cannot be accessed by wheelchair access.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A Nurture Room has been developed to improve inclusion for vulnerable pupils.

Please see the school website for further information regarding St George's Infant and Preschool Accessibility Plan.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Where possible, the SENDCo will meet with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils provides opportunities for pupils and parents to meet staff in the new school.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet, either in person, via an online platform, or by telephone to discuss the needs of pupils with SEN in order to ensure a smooth transition.

- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education.
 2. The Notional SEN budget allocated by schools to support them to meet the needs of pupils with SEND.
 3. The Inclusion Mainstream Fund devolved to schools to develop a whole school Inclusion Strategy.
 4. For those pupils with the most complex needs, through the EHCNA process, the school may be allocated additional High Needs top up funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - Targeted differentiation to increase access to text (desk copies of information, visual alternatives, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time, etc.)
 - In class, adult support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 - Out of class support (relationship building, social, emotional skill development)
 - Small group tuition to enable catch up (subject or targeted at additional need)
 - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs, etc)
 - Provision of specialist resources or equipment (use of ICT, sloping board, coloured overlays, specially designed writing and cutting tools, voice boards, etc)
 - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 - Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare

Support In addition:

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

19) How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo and class teacher

Funding deployment.

- For pupils with a statement EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

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20) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENDCo or senior leadership team member,
- during parents' evenings,
- meetings with support and external agencies.

21) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following in the first instance: • Your child's class teacher

- The SENDCo Lucy O'Mahony
- The Headteacher Victoria Harjette
- If a suitable resolution cannot be agreed, or for escalation of a complaint, please contact the School Governor with responsibility for SEN, Fiona Cowdell. She can be contacted via the school office.

22) Support services for parents of pupils with SEN include:

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service.

<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here:

<https://familyinfo.buckinghamshire.gov.uk/send/get-started-with-send/what-to-do-if-youre-not-happy/raising-a-formal-complaint-and-mediation/>

For free, confidential, impartial information, advice and support on all matters relating to special educational needs and disability for children and young people aged 0 to 25 and their parents/carers, please contact Bucks SENDIAS service.

<https://www.buckinghamshire.gov.uk/schools-libraries-and-parks/bucks-sendias-service/>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

<https://www.buckinghamshire.gov.uk/schools-libraries-and-parks/bucks-sendias-service/what-to-do-when-things-go-wrong-with-send/appealing/>

23) The Local Offer provides Information, support, childcare and things to do for families, children and young people aged from birth to 19 years (up to 25 years with a disability/additional need). It can be found by following the link below.

[Local Offer for SEND in Buckinghamshire | Family Information Service](#)