

**St George's C of E School**  
**Special Educational Needs and**  
**Disability**  
**(SEND) Policy**



**September 2023**

**Signed by:** 

**Headteacher: Clare Snape**

**Chair of Governors:** 

**Next review date: Sept 2024**

## **Statement of Intent**

St George's C of E School is committed to providing an appropriate and high-quality education to all the children living in the local area. We believe that all children, including those identified as having Special Educational Needs and Disability (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This policy outlines the framework for St George's C of E School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with SEND.

In response to the **Special Educational Needs and Disability Code of Practice: 0 to 25 years** June 2014 (updated 2015), all Local Authorities must publish a 'Local Offer' in order to:

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review.

For more information on Worcestershire Schools' Local Offer go to:

**<http://www.worcestershire.gov.uk/sendlocaloffer>**

St George's C of E School therefore intends to work with Worcestershire Local Authority whilst using the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for young people and parents over their support.

This policy has been written in conjunction with St George's C of E School's SEND Information Report (published on the school's website).

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## **1. Legal framework and Objectives**

This policy outlines the framework the St George's C of E School will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, St George's C of E School aim to eliminate discrimination and promote equal opportunities.

St George's C of E School will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- BPT Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

## **2. Definitions**

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

**(Special Educational Needs and Disability Code of Practice: 2014) (updated 2015)**  
**SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)**

### **3. Areas of Special Educational Need**

St George's C of E School make provision for pupils with the following four kinds of need:

1. Communication and interaction.

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language
- Autistic Spectrum Disorders

2. Cognition and learning.

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- Moderate Learning Difficulties
- Specific Learning Difficulties
- Memory and Reasoning
- Problem Solving and Concept Development Skills

3. Social, mental and emotional health.

A child may have difficulties with their social and emotional development which may include:

- Depression
- Anxiety
- Attachment disorders

4. Sensory and / or physical.

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- Physical
- Medical
- Visual
- Hearing

#### **4. Admissions**

St George's C of E School will ensure they meet their duties set under the DfE's 'School Admissions Code' (updated 2022) by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named St George's C of E School in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because St George's C of E School does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring St George's C of E School' oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on St George's C of E School' websites.

St George's C of E School are aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

#### **5. Roles and responsibilities**

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, St George's C of E School will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access St George's C of E School' broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of St George's C of E School alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.

- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about St George's C of E School and their implementation of relevant SEND policies, including:
  1. Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  2. Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  3. A SEND information report about the implementation of St George's C of E School's policy for pupils with SEND.

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across St George's C of E School.
- Ensuring St George's C of E School meet their duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for St George's C of E School.

The CEO and headteacher are responsible for ensuring St George's C of E School offer a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the CEO and headteacher will:

- Ensure St George's C of E School hold ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure St George's C of E School work effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure St George's C of E School fulfil their statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for St George's C of E School.
- Ensure the SENCOs have sufficient time and resources to carry out their functions.



- Provide the SENCOs with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of St George's C of E School' performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of St George's C of E School do not directly or indirectly discriminate against pupils with SEND.

The SENCOs will be responsible for:

- Collaborating with the governing board, CEO and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in St George's C of E School.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of St George's C of E School' delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that St George's C of E School meet their responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that St George's C of E School keep the records of all pupils with SEND up-to-date, in line with St George's C of E School' Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

## **6. Identification of SEND**

St George's C of E School are aware of their statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at St George's C of E School will:

- Set high expectations for every pupil.
- Plan appropriately matched work for pupils whose attainment is significantly above the expected standard and for those pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

St George's C of E School recognise that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, there is a clear approach to identifying and responding to SEND as outlined in St George's C of E School' SEN Information Reports.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.

- Widens the attainment gap.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

## **7. Graduated approach**

Once a pupil has been identified with SEND, St George's C of E School will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

High quality teaching, differentiated for individual pupils, will be our first step in responding to pupils needs. Where progress continues to be less than expected the class teacher will work closely with SENDCo to assess whether a child has a special educational need or disability. The school will then put evidence-based interventions into place, targeted to the needs of the individual, to secure better progress for the child. Where necessary, a child may require specialist equipment to access and make progress in their learning. For higher levels of need St George's C of E School will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND. Targets and strategies (to support children in meeting these targets) are recorded on Individual Provision Maps (IPMs) which are shared with parents/carers termly.

Resources are available to help target general areas of learning: literacy and numeracy, visual and auditory discrimination etc. There is also information available on dyslexia, dyspraxia, speaking and listening, ADHD, autism, social skills etc as well as books, concrete and multisensory apparatus. ICT resources, software and games are also used.

St George's C of E School has established links with the following agencies:

- Speech Language and Communication Therapist Team
- Educational Psychologist Team
- Behaviour Support Team
- Learning Support Team

- Complex Communication Team
- Physical Disabilities Outreach Team
- Integrated Service for Looked after Children
- Educational Welfare Office
- Parent Partnership Service
- Community Paediatricians
- School Nurse
- Clinical Psychologist
- Occupational Therapist
- Pupil Referral Unit
- Specialist Language Units
- Integrated Specialist Support Service
- Wyre Forest Home Start

Where, despite St George's C of E School having taken relevant and action to identify, assess and meet the SEN of a pupil, they have not made expected progress, St George's C of E School, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

#### EAL

St George's C of E School are aware that there may be pupils at St George's C of E School for whom English is not their first language and appreciate that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

St George's C of E School will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

#### Early Years Send Children

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

St George's C of E School will ensure all staff who work with young children are alert to emerging difficulties and respond early.

St George's C of E School will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.

- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
  1. Implementation of SEND policy and procedures.
  2. Arrangements for the admission of children with SEND.
  3. Steps being taken to prevent children with SEND from being treated less favourably than others.
  4. Facilities provided to enable access to St George's C of E School for children with SEND.
  5. Accessibility plan showing how it plans to improve access over time.
- Inform parents when St George's C of E School make special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle

#### Early Identification

Those who work with young children should be alert to emerging difficulties and respond early. The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used.

#### Single Category of SEND

The approach to identifying SEND will be through a single category of SEND known as Special Educational Needs Support (SS).

A child is identified as needing provision 'additional to' or 'different from' that provided as part of normal class activities where they:

- Make little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Present persistent social or emotional difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Have communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Have SEN or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Have communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

## **8. Assessment and Education, Health and Care plans (including reviews and preparation for adulthood)**

St George's C of E School recognise that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, St George's C of E School will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, St George's C of E School will meet their duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, schools will be provided with written feedback collected during the EHC needs assessment. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. St George's C of E School will meet their duty to provide views on a draft EHC plan within 15 days.

St George's C of E School will admit any pupil that names St George's C of E School in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

Reviewing EHC plans:

St George's C of E School will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

St George's C of E School will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at St George's C of E School to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, St George's C of E School will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Supporting successful preparation for adulthood:

St George's C of E School are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

St George's C of E School will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of St George's C of E School together with those who do not have SEND and are encouraged to participate fully in the life of St George's C of E School and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions eg through arranging additional visits, sharing of IPMs.



## **9. Involving pupils and parents in decision making**

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capabilities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.  
Share Individual Provision Maps (IPMs) with children (where appropriate) and parents at least termly.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, St George's C of E School will involve the parents and the pupil in discussions surrounding how St George's C of E School can best implement the plan's provisions to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

Where necessary, St George's C of E School will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

## **10. Joint commissioning, planning, and delivery**

St George's C of E School will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

St George's C of E School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.



- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND and disability.
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **11. Funding**

Where additional pupil needs are identified, St George's C of E School will use their delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, St George's C of E School will consider accessing high needs top-up funding from the LA to provide additional specialist support.

## **12. Local offer**

St George's C of E School will cooperate generally with the local authority and local partners in the development and review of the local offer.

<http://www.worcestershire.gov.uk/sendlocaloffer>

### **13. Complaints and SEND Tribunal**

St George's C of E School will publish the Complaints Procedure Policy on St George's C of E School' websites.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, St George's C of E School will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

St George's C of E School are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

St George's C of E School will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

### **14. Data and record keeping**

All information about pupils will be kept in accordance with St George's C of E School's Records Management Policy and Data Protection Policy.

St George's C of E School records will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.
- Be kept securely so that unauthorised persons do not have access to it, so far as is reasonably practical.

### **15. Confidentiality**

St George's C of E School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

St George's School will store confidential SEND records in a location which is locked with a key and will adhere to the Pupil Confidentiality Policy at all times.

## **16. Publishing Information**

St George's C of E School will publish information on St George's C of E School' websites about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on St George's C of E School' websites. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

## **17. Safeguarding children with SEND**

St George's C of E School is fully committed to safeguarding and promoting the welfare of all of our children. We expect every member of staff and all visitors to share our commitment as the health and safety of our children is paramount.

St George's C of E School recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

St George's C of E School recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in managing or reporting these challenges.

The CEO, headteachers and governing boards will ensure that St George's C of E School' Child Protection and Safeguarding Policies reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in St George's C of E School' Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.