St George's C of E School
SEND School Information report
2026/2027

ST GEORGE'S C OF E SCHOOL

NURTURE LEARN SUCCEED

With God's guidance, we nurture our St George's Family to have a passion for learning and give them the strength to face challenges, so that they succeed and flourish in life's journey.

CEO: Emma Pritchard
Headteacher: Clare Snape
Inclusion Manager: Matthew Harrold

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St George's CofE School

St George's C of E School is a mainstream primary school that is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having Special Educational Needs and Disabilities (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.

Our vision of 'Inspiring success' is supported through our aims which are:

- To strive to do our very best every day
- To encourage and help each other to stay safe and keep healthy.
- To help each other succeed and build our futures.
- To enjoy and celebrate our own and others achievements.
- To make a positive contribution to our own learning and community

Admissions and Access

St George's C of E School is an inclusive mainstream school. Pupils with SEND are admitted in line with the school admissions policy. The school makes reasonable adjustments to ensure disabled pupils are not treated less favourably and can access learning, the curriculum and wider school life.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St George's C of E School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

All teachers are teachers of SEND pupils and as such provide Quality First Teaching which takes account the individual needs of pupils with SEND within the classroom.

St George's C of E School Information Report (SIR) is written in accordance with Worcestershire's Local offer and what is 'Ordinary Available'. This can be found at:

http://worcestershirelocaloffer.org.uk/

If you would like to contact the Worcestershire Local Offer, you can email them at:

localoffer@worcschildrenfirst.org.uk

send@worcestershire.gov.uk

The Worcestershire Graduated Response can be found at:

The SEND Graduated Response | Worcestershire County Council

Please click the link below to access a video explaining the graduated response

SEN Support in Mainstream Settings- The Graduated Response (youtube.com)

1. What should I do if I think my child may have Special Educational Needs?

The 'SEND Code of Practice 2015' states that there are four main areas which cover Special Educational Needs. Children may have difficulties that fit clearly into these areas, however there may be children that have difficulties across two or more areas.

Behavioural difficulties do not necessarily mean that a young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

There are 4 broad areas of SEND:

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 (including dyslexia, dyscalculia or dyspraxia.
- 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

Contacting the SENDCO

If you would like to discuss your child's special educational needs, progress, support, or any concerns you may have, please contact the school to arrange an appointment with the SENDCO.

SENDCO: Matthew Harrold

Parents and carers can:

- Email the school office at **office@stgprimary.org**
- Telephone the school on **01562 824206**

The school office will be happy to arrange an appointment with the SENDCO at a mutually convenient time.

We encourage parents and carers to contact us whenever they have questions or concerns, as working in partnership with families is an important part of supporting pupils with SEND.

2. How does the school know if children need additional help and support?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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 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.'

Children are identified as having SEND when their progress has slowed or stopped and children are working below what is expected for their age. This can be identified through a variety of ways including:

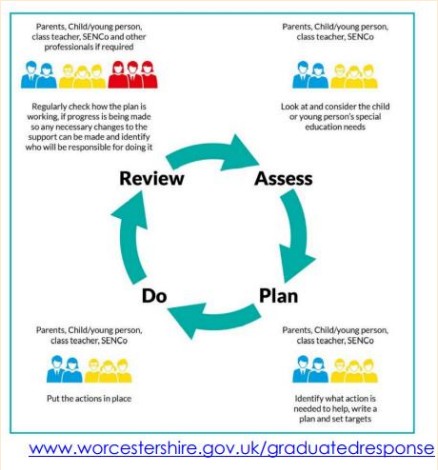
- concerns raised by parents/carers, teachers or the child
- liaison with previous school or setting
- limited progress being made and performance below age expected levels
- health diagnosis
- liaison with external agencies and professionals
- termly progress meetings and progress tracking by class teachers and SENDCo

***See our School SEND policy for further information.**

Pupil progress meetings are held termly between the Senior Leadership team, class teachers and the SENDCo to review children's progress and determine key priority groups for intervention in the next half term.

The level of support your child receives will depend on their needs. The Inclusion Manager (Matthew Harrold) offers 'drop in sessions' to all parents of children receiving additional support. At this meeting we will discuss the support your child has received in the current term and whether they will need continued support in the following terms. The Inclusion Manager will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure continual progress. At St George's C of E School we have Teaching Assistants (TAs) working within the class to support individual children and/or small groups.

We follow the 'Graduated Approach' for supporting children with SEND. Through the 'assess, plan, do review' cycle we ensure we are identifying the best way of meeting the needs of all of our learners to allow for adequate progress to be made.



www.worcestershire.gov.uk/graduatedresponse

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Provision Map and will form the basis for termly review meetings, which could involve Parent/Teacher Consultations and Children/Staff conversations.

Do – providing the support for learning or learning aids in order for the child to make progress – as set out in the Individual Provision Map.

Review – involves measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and inclusion manager – contribute to this review. This stage then informs the next cycle, if necessary.

If throughout his process it is determined that a child has a Special Education Need (in consultation with parents), children will be placed on the schools SEND register and will

receive SEN support. If a child continues to require significant individualise support then an Education Health Care Plan may be requested. There are two levels of SEND:

- SEN support
- Educational Health and Care Plan (EHCP)

SEN Support
If a child is identified as having Special Educational Needs, you will be advised by the class teacher and invited to a meeting with the class teacher to agree targets. These targets will form part of an Learning Plan and will include details of the intervention and arrangements needed to support participation and progress. Learning Plans are reviewed regularly and decisions made on how much progress has been made, what new targets are needed and what additional provision children need. Parents and children are fully involved in this process.

Education Health Care Plan (EHCP)
Some children are supported in mainstream schools with an EHCP (previously known as a Statement of Educational Needs). EHCPs give details of specific individual provision which may include a higher level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. EHCPs are reviewed annually with parents and professionals.

Before requesting an Education, Health and Care Needs Assessment, schools are normally expected to provide evidence of at least two terms of Assess-Plan-Do-Review cycles demonstrating the support already implemented and its impact.



3. How will I know how my child is doing and how I can support my child's learning at home?

At St George's C of E School we believe it is vital that parents work closely with the school in order for their child to achieve their learning potential.

Parents will be invited to attend meetings to discuss their child's progress. These meetings will give you the opportunity to contribute to your child's learning plan and discuss the progress towards targets. Class teacher's will provide strategies and activities to be completed at home.

If we feel that a referral to an outside agency is required to support your child's need, we will discuss this with you before making a referral. Outside agencies will observe and work alongside your child in school and then report on any additional strategies and support that can be implemented. A copy of this report will be sent home and discussed with you.

Copies of your child's learning plan will be sent home regularly detailing their targets and the support and strategies being used within school to enable them to achieve their next steps.

4. How do you involve my child in their learning?

At St George's we believe that it is important to involve children in their learning and value their views and ideas.

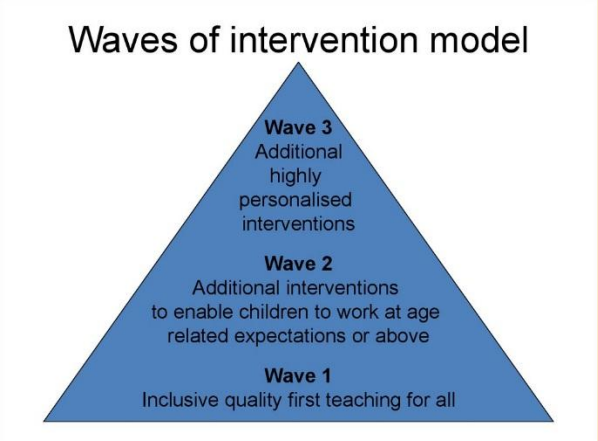
Children who require additional support will have an learning plan. Class teachers discuss with children their targets and the provision that will allow the targets to be achieved. Children are encouraged to take an active role in their learning and access a wide range of resources to support their learning.

Following Pupil Progress Meetings, children have the opportunity to discuss their views on their learning. Children are encouraged to identify what they are good at, and any areas where they feel they still need support. During Annual Reviews of Education Health Care Plans, children are asked to contribute about their learning and school experiences.

Throughout the academic year, pupils' views are sought regarding a range of key areas including bullying, safety and learning.

5. What support is available to my child?

At St George's C of E School we ensure that our teaching and learning for all pupils reflects the Local Authority's 'Ordinarily Available' document that describes the entitlement of all pupils no matter what school they attend across Worcestershire. The 'Waves of Intervention' model describes how different levels of intervention are used to support children at St George's C of E School.



Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

The following pages highlight the strategies, provision and interventions (at waves 1,2 and 3) that children receive at St George's across the different areas of SEND.

Communication and interaction

Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
Differentiated curriculum planning, activities, delivery and outcome. E.g. simplified language, short simple instructions Clear success criteria and learning outcomes displayed Increased visual aids/modelling inc Widget Visual timetables Signalong Structured school and class routines. Opportunities for talk (partnered/group)	Individual Provision Maps Speech and Language intervention groups (seeking guidance and support from Speech and Language therapist) 'Language Link 'intervention Talking Partners 'Listening skills' interventions delivered by specialist speech and language TA. Pre –teaching of specific topic vocabulary Individual timetable/ now and next board Task management boards	1:1 speech and language support Individualised work stations EHCP if required SALT support to implement recommendations and advice SLCN pathway CCN team Unity outreach Educational Psychology Occupational Therapy Differentiated work

Language Link - Receptive screening programme (Reception children only) Access to talking tins, postcards Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking Give cues/gesture/re phrase if instruction or concept is not understood Extend vocabulary through Word Aware Emotions boards/ key rings, fans Working walls – Literacy, Numeracy and phonics. Good listening visual displayed and used in each classroom Attention and listening games (Time to Talk, teaching children to listen) Increased modelling through 'my turn your turn' Talking tins/postcards	Pastoral workers to support reading/phonics/communication skills Communicating Print symbols for specific topic based vocabulary. Individual zone boards Individualised groups targeting gaps in learning – whole school intervention timetable. Differentiated work	1:1 support in class

Cognition and Learning

Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
Differentiated curriculum planning, activities, delivery and outcome. Matched Learning Effective feedback Increased visual aids/modelling Including Widget Multi-sensory approaches Use of practical and real life examples Visual timetables Pre-teaching of specific concepts/vocabulary Use of writing frames Key vocabulary lists/word mats Additional thinking time Use of ICT programmes – Education city, Purple Mash Flipped Learning Working walls Read Write Inc programme Comprehension X programme Word Aware Access to a range of concrete apparatus (eg Numicon, Base 10) Use of equipment such as number squares/number lines Build on and consolidate understanding of basic concepts	Literacy Intervention including: Phonics interventions Maths intervention SALT interventions Colour overlays Writing slopes Reading rulers Numeracy interventions Individual Provision Map	Highly adapted/personalised curriculum for children who have an EHCP Social Stories LST support and guidance 1:1 support Application for an Education Health Care Plan 1:1 support for phonics Support from Educational Psychologist – cognitive ability assessments Dyslexia pathway

Whole class/small group teaching Use of different individualised teaching approaches according to needs		

Social, Mental and Emotional Health

Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
Whole school behaviour policy Whole school/class rules including zone boards, stickers Class/School reward systems including house points PSHE - Circle times Emotions boards/ key rings, fans (depending on age of child) Restorative approach to dealing with behaviours and solutions Growth mindset- whole school approach Anti-bullying week Attachment training for all staff Achievement for All and vulnerable learners programme Social, Emotional and Mental wellbeing toolkit used and embedded with practice Emotion Coaching Restorative behaviours/justice embedded throughout the school	'calm boxes' Friendship groups 'Catch me charts' Additional 'Transition' for Yr 6 pupils moving to high school ABC Behaviour Logs / Charts Social Skills Intervention Anger management/self-esteem groups Protective Behaviour groups Social stories Individual Provision Maps 'check ins'	Play therapy Social stories 'Calming area' inside the classroom 1:1 support Referral to CAMHS (Child and Adolescent Mental Health Services) Support from Unity Outreach (Behaviour Support) Support from Educational Psychologist Application for an Educational Health Care Plan Referral to NHS WEST Team

Sensory and Physical needs

Wave 1 (Quality inclusive teaching for all children)	Wave 2 (Specific, additional interventions for some children)	Wave 3 (Targeted support)
ICT is used to increase access to the curriculum where appropriate. Wide range of sports activities Finger gym activities Alternative ways of recording – including flow charts, mind mapping, use of ICT Variety of writing equipment in each classroom e.g. rulers, pencils, scissors, pens, pencil grips, writing slope/A4 file comic sans text Use of coloured background especially when using the whiteboard (making sure it is not white to prevent glare)	SMART moves Children have access to writing slopes A variety of different types of pencil grips are provided Move and sit cushions Access to particular equipment such as easi-grip scissors, fidget aids, pencil grips, move n sit cushions, sound field hearing system as recommended by specialists Individual Provision Map Dyspraxia pathway Ear Defenders	Physiotherapy programmes followed when recommended Occupational Therapist support and recommendations implemented and support provided within school 1:1 support (as required) Individual support for toileting (as appropriate) Modified equipment as recommended by specialists Application for an Educational Health Care Plan Support from Educational Psychologists Implementation of sensory diets

6. Who will support my child's progress?

Class teachers	Each class teacher is responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all pupils. • Checking on the progress of your child and identifying, planning and delivery of any additional support. • Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the school's SEND policy.
Inclusion Manager/ SENDCo Matthew Harrold	The school's inclusion manager is responsible for: • Coordinating provision for children with SEND and developing the school's SEND policy. • Ensuring that parents are: Involved in supporting their child's learning and access. Kept informed about the range and level of support offered to their child. Included in reviewing how their child is doing. Consulted about planning successful movement (transition) to a new class or school. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Headteacher: Clare Snape	Is responsible for: • The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEND Governor Lauren Tallis	Is responsible for: • Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

***Further information about roles and responsibilities can be found in the School's SEND policy**

7. How will the teaching be adapted for my child with SEND?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Learning is planned so that it is appropriate for each child's stage and level of development. Daily planning takes into account individual pupil's needs and requirements. Matched Learning is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning with increasing independence. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all and to provide good role models.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

National Award for SEND Coordination/National Professional Qualification for Special Educational Needs.
The Inclusion Manager is a fully qualified teacher and has completed the NPQ in SENCO with Ambition Institute.

Speech and Language

St George's C of E School has a speech and language therapist who visits the school weekly. There are also teaching assistants that specialise in Speech, Language and Communication Needs (SLCN) (communication TAs). They provide targeted support for pupils on a 1:1 basis and in small groups.

Play Therapy

Mrs McGorman is a qualified play therapist who provides play therapy once a week. Play Therapy uses a variety of play and creative arts to support children's social, emotional and mental health, that may be causing behavioural problems and/or are preventing children from realising their potential.

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

8. How will I know my child is making progress?

Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed formally with the Deputy Head teacher and SENDCo every term in reading, writing and maths during pupil progress meetings.

In EYFS children's progress is tracked throughout the year and then assessed at the end of Reception against the Early Learning Goals. Children who require additional support are monitored using the 'Worcestershire Early Support' tracking documents. Children are assessed using Language Link as they enter Reception class and then retested at the end of the year, and their progress measured. At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS).

Pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Regular book scrutiny's, lesson observations and learning walks will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of **all** children are met and that the quality of teaching and learning is high.

Learning plans are reviewed regularly by the class teacher and parents are kept informed with the progress their child is making. This is as ongoing process throughout the academic year. When children participate in an intervention, they are assessed at the beginning and end of the intervention to show the impact it has had on individual children's' learning.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. Children with an EHCP have a book where samples of work and photographs of progress towards the outcomes are evidenced.

9. How is extra support allocated to children?

The school budget, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already.
- the children needing extra support.
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and this is reviewed regularly and changes made as needed to ensure that the needs of children are met, and resources are deployed as effectively as possible.

10. What support will there be for my child's overall wellbeing?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Staff have received attachment training to support vulnerable learners. St George's C of E School has developed 'Core values' that are embedded into all aspects of school life.

All staff at St George's appreciate the importance of young people having high self-esteem and other appropriate social and emotional skills. Children need to achieve positive wellbeing to be in a position to maximise learning opportunities. A child's wellbeing is supported at different levels and in a variety of ways:

- Restorative approach to dealing with conflict and resolution
- PSHE/circle times
- Friendship groups
- School council
- Zone boards – Each class has a zone board which children 'move' between the different areas
- Praise assemblies
- 5 point scale anxiety curve

- Referral to the NHS WEST Team

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, the WEST Team and/or the school Educational Psychologist.

Behaviour

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues. Relevant support is put in place and targets are set.

At St George's School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have a voice and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly and with a restorative approach.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Friendships/social skills groups
- Lunchtime and playtime support through planned activities and groups
- Interventions promoting self-esteem (through WEST Team/EP/nurture)
- Play therapy

For pupils with medical needs:

- A detailed Care Plan, compiled with support from outside agencies and in consultation with parents/guardians may be written. These are discussed with all staff who are involved with the child.

- Staff may receive specialist training where needed.

Attendance and punctuality

Attendance of every child is closely monitored by the Senior Leadership Team (SLT). Attendance and punctuality are actively encouraged throughout the school and rewarded on a regular basis.

11. How will my child be included in activities outside the classroom including school trips?

All school trips require a Risk Assessment. For children with significant needs they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

12. What happens when my child changes class/leaves St George's C of E School?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When entering EYFS

- Parents are offered home visits from EYFS staff
- Parents and children are invited to 'stay and play' sessions before entering EYFS
- Online learning journeys are shared between settings to build on children's prior learning.
- Extra transition can be arranged if required.

When Transferring from KS1 to KS2:

- During the Summer term a timetable of visits and class swaps allows all children to meet their new teacher and spend time in their new classroom.
- Class teachers meet regularly and swap classes to enhance their knowledge of the children.
- When required children create 'passports' and 'photo books' to take home over the summer to remind them of their new classroom and teacher.

When moving to another school:

- We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- Children create their own passports for their new teacher telling them about themselves.
- Secondary school teachers are invited to visit St George's to discuss the needs of the children who will be moving on to high school.

On some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

13.Working with outside agencies

St George's C of E School works in a collaborative partnership with many different agencies. This means that your child may receive specialist and targeted support to meet their needs both in and out of school. The class teacher and/or SENDCo will discuss this with you and will gain your consent before any referrals are made.

We hold regular (on a termly basis) meetings with outside agencies to monitor the support put in place, review the progress that has been made and make any changes to the provision already in place.

NHS Speech & Language Therapy for children and young people in Worcestershire

SEND Information, Advice and Support Service Worcestershire

Listed below are some of the outside agencies with whom we work collaboratively:

- Worcester Special Educational Needs Team
- Child and Adolescent Mental Health Service (CAMHS)
- Visual Impairment Service
- Educational Psychologists (EPs)
- Hearing Impairment Service
- Speech and Language Team (SALT)
- Learning Support Team (LST)
- CCN Team
- Physiotherapist
- Occupational Therapist (OT)
- Pediatricians
- Family Support Worker
- WEST Team

EDUCATIONAL PSYCHOLOGIST (EP) – Amy Sweet

The Educational Psychologist regularly visits St George's Primary School to provide support that includes:

-Observing pupils in the classroom environment

-Assessing children dependent on their individual needs

-Discussions with parents

-Discussions with class teacher to provide and support the implementation of additional strategies/provision.

LEARNING SUPPORT TEAM (LST)

LST regularly visit St George's Primary School and provide support that includes:
-assessing and working with pupils to provide personalised provision.
- providing advice and recommendations for class teachers to implement
-delivering staff training

Child and Adolescent Mental Health Service (CAMHS)

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

HEARING IMPAIRMENT TEAM & VISUAL IMPAIRMENT TEAM

The HI/VI teacher can provide support, advice and direct teaching (when required). They will work closely with schools and provide training in order to ensure pupils with a hearing/visual impairment have the appropriate resources and support needed to enable full access to learning.

OCCUPATIONAL THERAPY (OT)

Occupational therapists help to reduce a child's difficulties and improve their ability to learn, socialise and play. They support class teachers to find ways to overcome any problems they experience when participating in day-to-day activities. They will work closely with the child, parents and teachers to develop practical strategies and approaches that be become embedded in school and at home.

SPEECH & LANGUAGE THERAPY

The Speech and Language team regularly visit School to provide a wide range of support that includes:

-Observing pupils in the classroom environment
- Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards
- Providing advice, games and activities for school / or home to work on with the children
- Delivering parents workshops

St George's CofE School also have a speech and language therapist on site each week.

UNITY OUTREACH (behaviour support)

Unity outreach support children in a range of ways including:

-observing individual pupils and providing additional strategies to implement within class.

-recommend additional interventions that could take place

-deliver direct teaching/interventions with children, this can include targeted work around transition, classroom skills and protective behaviours.

FAMILY SUPPORT

Family Support offer practical help and emotional support to families experiencing short or long-term difficulties. These can include: behaviour and social interactions, establishing routines, education and learning, bereavement and many offers difficulties that families may face.

School can refer for Family Help Support when a more systematic package of support is required.

SCHOOL NURSE

The School Nursing team can provide a range of services or signpost you to other professionals.

www.hacw.nhs.uk/services/service/scho ol-health-nursing-15
www.hacw.nhs.uk/services/service/scho ol-health-nursing-15

The School can contact the nursing team on your behalf or you may also be referred to the School Nurse via your GP.

Occasionally school will also hold sessions for parents to come and discuss any health concerns, and create Health Plans when required. We also have access to a range of other Specialist Nurses should they be required.

Complex Communication Needs Team (CCN) – Emma Bone

The Autism/ Complex Communication Needs team are qualified specialist teachers and specialist practitioners with vast experience of addressing the needs of children and young people on the autism spectrum from early years to higher education.

The team supports teachers to meet the individual teaching, learning and wellbeing needs of students with autism in their educational setting.

14. Handling Complaints

We value working closely with parents and carers and will always aim to resolve any concerns as quickly as possible. If you have a concern about the support or provision in place for your child, we recommend following the steps below:

1. Speak to your child's class teacher or the SENDCo first.
   Most concerns can be resolved quickly through informal discussion and partnership working.
2. If the concern is not resolved, contact the Headteacher.
   The Headteacher will work with you to try to find a suitable resolution.

3. If you wish to make a formal complaint, this can be done through the school's Complaints Policy. A copy of the policy is available on the school website or from the school office.
4. If you remain dissatisfied after following the school's complaints procedure, you may refer the matter to the Governing Body.
5. Independent advice and support is available from the Herefordshire and Worcestershire SEND Information, Advice and Support Service (SENDIASS), which provides free, confidential and impartial guidance for parents, carers, children and young people.

We are committed to ensuring that all concerns about SEND provision are listened to carefully, investigated promptly and addressed fairly and respectfully.

St George's C of E School's Information report for SEND has been written in line with the following:

- SEND Policy
- Inclusion Policy
- Behaviour Policy
- Safeguarding Policy
- Worcestershire local Offer: 'Ordinarily Available'
- Worcestershire's 'Graduated Response'

15. Accessibility and Equality Act Duties

The school welcomes applications from disabled pupils and pupils with SEND. Admissions are managed in accordance with the school's Admissions Policy and the Equality Act 2010.

We are committed to ensuring that disabled pupils are not treated less favourably than their peers. Reasonable adjustments are made to teaching, assessment, activities, educational visits and school routines wherever required.

The school's Accessibility Plan can be found on the school website and outlines our plans for:

- Improving participation in the curriculum
- Improving physical access
- Improving access to information

Here is a link to our accessibility plan:

St_Georges_Comprehensive_Accessibility_Plan_2026_2029.docx

Further Information

If you require more information or clarification please visit the school's website where all policies can be found.

The school SEND policy can be viewed on the school website

Policies | St George's C of E School (stgprimary.org)

To view the Worcestershire County Council Local Offer for SEN:
http://www.worcestershire.gov.uk/thelocaloffer

Worcestershire Graduated Response:

The SEND Graduated Response | Worcestershire County Council

The SEN Code of Practice can be viewed at
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Herefordshire and Worcestershire SENDIASS provides free, impartial, and confidential support for families with children and young people (aged 0–25) with special educational needs and disabilities. You must contact the office corresponding to your local authority area.

Worcestershire Contact Details

- **Phone:** 01905 768153
- **Email:** sendiass@worcestershire.gov.uk
- **Opening Hours:** Monday to Friday, 8:30am to 4:00pm (24-hour answerphone service available)

A-Z SEND, Sensory & School Improvement Glossary for Parents

This glossary explains common terms used in school, SEND meetings, reports and communications. It is designed to help parents understand the language used when discussing their child's learning, wellbeing and support. The glossary reflects terminology found within the school's accessibility arrangements and SEND provision.

A

Accessibility Plan
A document explaining how the school will improve access to learning, information and the physical environment for disabled pupils and adults.

Adaptive Teaching
Adjusting teaching, resources, support and expectations so that all pupils can successfully access learning.

Age-Related Expectations (ARE)
The knowledge and skills children are expected to achieve by the end of their year group.

APDR Cycle/Assess, Plan, Do, Review
The graduated approach used to identify needs, provide support and review progress.

Aspirations
The ambitions and goals schools encourage children to develop for their future education, employment and life opportunities.

Assessment for Learning (AfL)
Ongoing assessment used by teachers to identify what pupils know and what they need to learn next.

Attendance
The percentage of time a child attends school.
Auditory Sensitivity
A heightened sensitivity to sounds. Some children may find everyday noises distracting, uncomfortable or overwhelming.

B
Baseline Assessment
An assessment used to identify a child's starting point when entering a new class, phase or school.
Behaviour for Learning
The routines, attitudes and expectations that help children focus, engage and succeed in learning.
Belonging
A child's sense of feeling accepted, valued and included within the school community.
Book Scrutiny
A review of pupils' work carried out by leaders to evaluate learning and progress.
BSL (British Sign Language)
A visual language used by many deaf people in the UK.

C
Calm Space
A designated area where children can regulate emotions and sensory needs before returning to learning.
Challenge
Learning that encourages pupils to think deeply and extend their understanding.
Coaching
A professional development approach in which staff work together to improve practice.
Cognitive Load
The amount of information a learner is processing at one time.
Co-Regulation
Adult support that helps children manage emotions and sensory responses.
Consistency
Ensuring routines, expectations and approaches are applied similarly across school.
Cultural Capital
The knowledge, experiences and opportunities that help children succeed in education and later life.
Curriculum
Everything children learn and experience in school.
Curriculum Access
Ensuring all pupils can participate fully in learning and wider school life.
Curriculum Sequencing
The careful ordering of knowledge and skills so learning builds progressively over time.
CSTEP
A framework used to remove barriers to learning:

- Communication
- Space
- Task
- Equipment
- People

D

Deep Dive
A detailed review of a curriculum subject.
Development Cycle
A structured process used to monitor, evaluate and improve teaching and learning.
Differentiation
Adjusting teaching, tasks or resources to meet different learning needs.
Disability
A physical or mental impairment that has a substantial and long-term effect on day-to-day activities.
Distributed Practice
Revisiting learning over time to strengthen memory and retention.
Disadvantaged Pupils
Pupils who may face barriers due to economic or social circumstances and may receive additional support.
Dyslexia
A specific learning difficulty affecting reading, spelling, writing and language processing.
Dyspraxia
A condition affecting coordination, movement and organisational skills.

E
Early Identification
Recognising additional needs as early as possible so support can be provided.
EAL (English as an Additional Language)
A child or family whose first language is not English.
EHCP (Education, Health and Care Plan)
A legal document outlining a child's education, health and care needs and the support required to meet them.
Emotional Regulation
The ability to recognise, understand and manage emotions.
Enrichment
Additional opportunities beyond the curriculum, such as clubs, trips, competitions and performances.
Equity
Providing different levels of support so that all pupils have an equal opportunity to succeed.
Evidence-Informed Practice
Teaching approaches based on educational research and proven strategies.
Excellence
Achieving the highest standards possible for all pupils.
External Agencies
Specialist professionals who support schools and families, such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists.

F
Feedback
Information that helps children improve their learning.
Fidget Tool
A small object used to support concentration and sensory regulation.
Fluency
The ability to apply knowledge and skills accurately, confidently and efficiently.
Formative Assessment
Assessment used during learning to identify next steps.

G

Greater Depth (Y6)
Achievement beyond the expected standard for a year group.

Growth Mindset
The belief that abilities can improve through effort, perseverance and learning from mistakes.

H

Hearing Impairment
A hearing loss that affects access to communication and learning.

High Expectations
The belief that all pupils can achieve and succeed.

High-Quality Teaching
Inclusive and responsive teaching that meets the needs of all learners.

High-Quality Texts
Books and reading materials selected to develop language, vocabulary and knowledge.

Hub School
A school recognised for sharing expertise and supporting other schools.

Hyposensitivity
Reduced sensitivity to sensory information. Children may seek additional sensory input.

Hypersensitivity
Heightened sensitivity to sensory information such as sounds, lights, smells or touch.

I

Immersive Reader
A digital accessibility tool that can read text aloud and support understanding.

Inclusion
Ensuring all pupils feel valued and able to participate fully in school life.

Inclusion Team
Staff who oversee SEND provision and support vulnerable learners.

Inclusive Practice
Teaching and support that allows every pupil to participate and succeed.

Independent Learning
The ability to work, think and solve problems without adult assistance.

Interoception
The ability to recognise internal body signals such as hunger, thirst, tiredness and emotions.

Intervention
Additional support or programmes designed to address specific needs.

Intervention Cycle
Planning, delivering, monitoring and reviewing additional support.

Intent, Implementation and Impact
A framework used to evaluate curriculum effectiveness:

- Intent: What children should learn.
- Implementation: How learning is taught.
- Impact: The difference learning makes.

ISP (Individual Support Plan)
A document used to coordinate targeted support for a child. It identifies strengths, areas for development, agreed strategies, responsibilities and review arrangements.

K

Knowledge Organiser
A summary sheet containing key facts, vocabulary and concepts for a topic.

L
Learning Behaviour
Attitudes and habits that support successful learning.
Learning Environment
The physical and emotional conditions that support learning.
Learning Objective
What children are expected to learn during a lesson.
Learning Plan
A personalised document that outlines a child's strengths, needs, targets, support strategies and desired outcomes.
At our school, the term **Learning Plan** has replaced the terms **IEP (Individual Education Plan)** and **IPM (Individual Provision Map)**.
A Learning Plan may include:

- Pupil strengths and interests
- Barriers to learning
- Short-term targets
- Classroom adaptations
- Planned interventions
- Parent and pupil voice
- Review dates

Learning Plans are reviewed regularly as part of the graduated approach to SEND support.
Learning Profile
A summary of a child's strengths, interests, preferred ways of learning and successful support strategies.
Learning Walk
A short visit to classrooms by leaders to observe learning.
Literacy
Reading, writing, speaking and listening skills.
Live Marking
Feedback provided during lessons so pupils can improve immediately.

M
Mastery
Developing a deep understanding before moving on to new learning.
Metacognition
Thinking about how you learn and using strategies to improve learning.
Moderation
Comparing pupils' work to ensure assessment decisions are accurate and consistent.
Monitoring
Checking whether teaching, interventions and support are effective.

N
Narrowing the Gap
Reducing differences in achievement between groups of pupils.
Non-Negotiables
Key expectations that everyone within school is expected to follow.

O

Occupational Therapist (OT)
A specialist who helps children develop independence, physical skills and sensory regulation.
Oracy
The skills involved in effective speaking and listening.
Outcome
The impact or result of teaching, support or intervention.
Overlearning
Continuing to practise a skill after mastery to improve long-term retention.

P
Pedagogy
The methods and approaches used to teach children.
PEEP (Personal Emergency Evacuation Plan)
A plan outlining how individuals with additional needs can be safely evacuated during an emergency. [8-Accessib...-2023-2026 | Word]
Personal Development
Learning that develops wellbeing, confidence, resilience and life skills.
Personalised Learning
Learning tailored to a child's strengths, interests and needs.
Phonics
A method of teaching reading and spelling through letter sounds.
Progress
The improvement children make over time.
Progress Measures
Ways of evaluating how much learning has taken place.
Proprioception
The body's awareness of its position and movement.
Provision Mapping
A process used to monitor support, interventions and impact.
Pupil Premium
Additional funding to support eligible pupils.
Pupil Voice
Seeking and acting upon children's views and experiences.

Q
Quality Assurance
Processes used to ensure teaching and provision remain effective.

R
Reasonable Adjustments
Changes made to ensure disabled pupils are not disadvantaged.
Regulation Before Learning
The understanding that children learn best when emotionally and physically regulated.
Regulation Toolkit
A collection of strategies and resources that support self-regulation.
Resilience
The ability to cope with challenges and continue learning.
Responsive Teaching
Teaching that adapts according to pupils' understanding.
Retrieval Practice
Activities that help pupils remember previously learned knowledge.

Rich Curriculum
A broad, balanced and engaging curriculum.
Rosenshine's Principles
Research-informed teaching strategies that support effective learning and memory.

S
Scaffolding
Temporary support that helps children complete tasks successfully before becoming independent.
School Improvement Plan (SIP)
The school's strategic document outlining priorities for development and improvement.
Self-Evaluation
Reviewing strengths and areas for development.
Self-Regulation
Managing emotions, behaviour and sensory needs independently.
SEND
Special Educational Needs and Disabilities.
SENDCo
The Special Educational Needs and Disabilities Coordinator responsible for overseeing SEND provision.
Sensory Break
A planned opportunity to regulate sensory needs.
Sensory Circuit
A structured programme of activities that helps children prepare for learning.
Sensory Diet
A personalised programme of sensory activities.
Sensory Friendly Environment
An environment adapted to reduce sensory challenges.
Sensory Needs
Support required by children who process sensory information differently.
Sensory Overload
Being overwhelmed by sensory information.
Sensory Processing
The way the brain organises and responds to information from the senses.
Sensory Processing Difficulties (SPD)
Difficulties interpreting and responding appropriately to sensory information.
Sensory Room
A dedicated space designed to support regulation and sensory exploration.
Sensory Seeking
Actively seeking additional sensory experiences.
Sequencing
Organising learning in a logical order.
SLCN (Speech, Language and Communication Needs)
Difficulties with speaking, understanding or using language.
Staff Development
Professional learning opportunities for staff.
Stakeholders
People involved in or affected by the school, including pupils, parents, staff and governors.
Strategic Priority
A key improvement area identified by the school.
Subject Knowledge

A teacher's understanding of the content they teach.

Subject Leader
A member of staff responsible for a curriculum area.

Summative Assessment
Assessment completed at the end of a unit, term or year.

Sustainability
Ensuring improvements continue over time.

T

TA (Teaching Assistant)
A member of staff who supports teaching, learning and pupil wellbeing.

Tactile Sensitivity
Sensitivity to touch, textures or physical contact.

Targeted Support
Additional support provided beyond universal classroom teaching.

Teacher of the Deaf
A specialist teacher who supports deaf children and their families.

Threshold Concepts
Key ideas that unlock deeper understanding in a subject.

Transition
Moving between activities, classes, key stages or schools.

Transition Support
Provision designed to help children manage change successfully.

Trauma-Informed Practice
An approach that recognises the impact of life experiences on learning, behaviour and wellbeing.

U

Universal Provision
The support and strategies available to all pupils through quality-first teaching.

V

Vestibular System
The sensory system responsible for movement and balance.

VI (Visual Impairment)
A sight difficulty affecting access to learning and information.

Vision
The school's long-term aims and aspirations for its pupils.

Visual Sensitivity
Sensitivity to light, movement, visual clutter or busy environments.

Visual Timetable
Pictures, symbols or words used to show routines and expectations.

Vocabulary Development
The explicit teaching of words and language across the curriculum.

W

Wellbeing
A child's emotional, physical and mental health.

Whole School Approach
The understanding that supporting pupils with SEND is the responsibility of all staff.

Work Sampling
Reviewing examples of pupils' work to evaluate standards and progress.

Working in Partnership
Collaboration between school, families and professionals to support children.
Working Memory
The ability to hold and use information for a short period of time.
Working Scientifically
The skills used to investigate, observe, question and evaluate in science.
Working Towards, Expected and Greater Depth
Terms used to describe attainment against age-related expectations.

Common Acronyms

- **AfL** – Assessment for Learning
- **APDR** – Assess, Plan, Do, Review
- **ARE** – Age-Related Expectations
- **BSL** – British Sign Language
- **CSTEP** – Communication, Space, Task, Equipment, People
- **EAL** – English as an Additional Language
- **EHCP** – Education, Health and Care Plan
- **IEP** – Individual Education Plan
- **IPM** – Individual Provision Map
- **ISP** – Individual Support Plan
- **LP** – Learning Plan
- **OT** – Occupational Therapist
- **PEEP** – Personal Emergency Evacuation Plan
- **SEND** – Special Educational Needs and Disabilities
- **SENDCo** – Special Educational Needs and Disabilities Coordinator
- **SIP** – School Improvement Plan
- **SLCN** – Speech, Language and Communication Needs
- **SPD** – Sensory Processing Difficulties
- **TA** – Teaching Assistant
- **VI** – Visual Impairment