

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY AND INFORMATION REPORT

for adoption and personalisation by all CDAT schools

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right' Psalm 106:3

Approved by	Date	Review Schedule	Date of next review
Trust Board	September 2026	Annually	September 2027

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This policy and information report complies with Section 69 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, and the Equality Act 2010.

1. Introduction

Jesus said, "I have come in order that you might have life – life in all its fullness". John 10:10

As a Trust, our aim is to ensure that all of our pupils are able to benefit from and enjoy 'life in all its fullness.' To achieve this, inclusion must be at the heart of everything we do. Chester Diocesan Academies Trust (CDAT) strives to ensure our 'HEART' principles are embedded across our family of schools:



Rooted in Christian values, CDAT is committed to celebrating the uniqueness of every child and remembering that "the body is not made up of one part, but of many" (Corinthians 12:14). Fundamentally, our human family is complete when everyone is included.

At CDAT, we recognise that inclusive education is a dynamic, ever-evolving approach that requires a commitment to ongoing reflection and continuous enhancement. Our longer-term
mission is to eradicate the need for labels and in doing so, celebrate every child's uniqueness, individuality and all that they have to offer.

At St George's CE Primary School, effective support for all pupils and removal of barriers to learning is integral to every aspect of our school approach and enables pupils with Special Educational Needs and/or Disabilities (SEND) to thrive.

In this document it is St George's intention to:

- Explain clearly and in detail how we provide support to ensure that children and young people who have SEND can access an education which is inclusive, ambitious, and responsive to their individual needs.
- Outline the graduated approach that we use to enable early identification of needs and the subsequent support which will enable all pupils to succeed.
- Describe the national requirements outlined in The Children and Families Act (2014) and the SEND Code of Practice 0-25 (2015 update) and explain how we will meet these requirements.

2. Legislation & Guidance

The Children and Families Act (2014) is wide ranging, but for the purpose of this document we will focus only on the areas linked to children and young people who have an identification of SEND. The Act sets out a context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational

opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by the statutory guidance: SEND Code of Practice: 0-25 (2015 update). It is this guidance to which all Local Authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Act introduced the statutory Education Health and Care Plan (EHCP) which replaced statements of SEND. The Act also introduced a single pre-statutory stage called 'SEND Support' and this is relevant at all age levels and educational settings. For CDAT schools, SEND Support is also known as Inclusion Support.

Many children and young people who have special educational needs may also have a disability. The Equality Act (2010) defines disability as '… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer, and sensory needs. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in the Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an EHCP. Indeed, some of these children and young people with long term health conditions should have a health care plan which addresses their safety, health, and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published guidance on this theme; 'Supporting Pupils at School with Medical Conditions'.

3. Roles & Responsibilities

Local Authority

Local Authorities retain statutory responsibilities for key aspects of SEND practice and provision. It is therefore crucial that schools work collaboratively and closely with Local Authorities, in line with the 'Local Offer' for SEND. CDAT is committed to maintaining effective working relationships with Local Authorities.

In accordance with statutory requirements, every school has a specific responsibility to ensure the effective implementation of the SEND Code of Practice and consequent publication of a SEND Policy, SEND Information Report and link to the Local Authority Local Offer - this document incorporates the publication of all three.

To support children, young people and their families, the Children and Families Act requires all Local Authorities to set out a Local Offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families. It outlines how services can be accessed and the criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers. The Local Offer for Tameside can be found here: https://tamesidelocaloffer.co.uk/

School & Local Governance Committee

The LGC and Headteacher of each CDAT school has a specific responsibility to ensure the fair application of this policy and guidance; all members of staff are responsible for supporting colleagues and ensuring its success.

Schools and LGC have responsibilities to ensure that they plan on the basis that, at any time, some individuals and groups of children/young people will experience difficulties with learning. At St George's, we follow the guidance within the SEND Code of Practice to ensure that we adopt a graduated approach and follow a cycle of 'assess, plan, do, review' to support an ever-increasing understanding of needs and how to address them. In addition, there are specific duties on us and our LGC to:

- Publish information on the school website about the implementation of the policy for pupils with SEND.
- Identify pupils with SEND, ensure parents/carers are informed and provision is made in line with SEND Code of Practice and comply with Children and Families Act legislation.
- Publish the SEND Policy, Information Report and the Local Authority Local Offer.
- Appoint a SEND Link Governor and Special Educational Needs and/or Disabilities Coordinator (SENDCo).
- Maintain a current record of number of pupils with SEND, within CDAT this is known as the Inclusion Register.
- Ensure SEND provision is integrated into the School Improvement Plan.
- Monitor progress of pupils on the Inclusion Register and ensure provisions specified in EHCPs are in place.
- Keep under constant review the arrangements for pupils, present and future, with a disability.
- Make best endeavours to admit all pupils who meet admissions criteria.

Special Educational Needs Co-Ordinator (SENDCo)

The legislation requires that:

○ The SENDCo must be a qualified teacher.

○ The SENDCo must hold a SENDCo qualification. This includes the National Award in Special Educational Needs Coordination which is a postgraduate qualification equivalent to 60 credits. If the SENDCo is new to role they must acquire the National Professional Qualification for SEND within three years of taking up the role.

At St George's, our SENDCo has responsibility in school for:

SENDCo Responsibilities
Working with the Headteacher and LGC to determine the strategic development of SEND policy and provision in the school.
Being a passionate advocate and excellent role model for inclusive practice.
Day-to-day responsibility for the operation of SEND policy and co-ordination of provision made to support individual pupils.
Providing professional guidance to colleagues and working closely and collaboratively with staff, parents/carers, and other agencies.
Maintaining an up-to-date awareness of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.
Advising on the graduated approach to providing Inclusion Support.
Working collaboratively with the SLT to ensure effective deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
Being a key point of contact for external agencies, especially the LA.
Liaising with parents/carers and co-ordinating / chairing meetings where appropriate.
Liaising with other schools, settings and providers, along with external agencies and professionals.
Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
Working with the Headteacher and LGC to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements.
Ensuring that the school keeps up-to-date records of all pupils with SEND in line with this policy.
Monitoring and updating the Inclusion (SEND) Register as and when required.

To carry out these duties effectively, we ensure that the SENDCo has sufficient time and resources to carry out these functions. To support the strategic and operational day to day role the SENDCo has the support of the below:

Role	Name	Contact Details
SENDCo	Mrs Coley	sarah.coley@st-georgeshyde.tameside.sch.uk
Headteacher	Mrs Hewitt	head@st-georgeshyde.tameside.sch.uk
SEND Link Governor	Mrs Rathburn	admin@st-georgeshyde.tameside.sch.uk

Teaching Staff

At St George's, we are committed to supporting and providing continuing professional development opportunities to school staff so that they continue to learn, develop, and build confidence in making adaptations and reasonable adjustments to support all pupils, particularly those with SEND. We strongly believe that:

- Teaching all pupils is integral to our whole school teaching and learning approach. ○ Teaching staff know all pupils and understand their needs. ○ Teaching staff apply high-quality teaching strategies that aim to remove barriers to learning for all pupils.
- Teaching staff use personalised adaptive teaching strategies and deploy resources effectively to enable pupils with SEND to achieve their individual outcomes.

When discussing roles and responsibilities involving supporting SEND, it is important to note that (as stated in the SEND Code of Practice), every teacher is a teacher of SEND and therefore at CDAT, we are passionate about embedding whole school inclusive cultures which also align with our Christian values and ethos.

4. Meeting Special Educational Needs & Disabilities

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is outlined in paragraphs xiii to xvi of the SEND Code of Practice, as follows:

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. 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 xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

The SEND Code of Practice defines special educational provision as:

xv. 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.

What needs can we meet?

National figures indicate increased SEND across mainstream schools. This means that mainstream schools will always be required to employ a range of strategies to support the progress of individual or groups of children.

Although the needs of children and young people often co-occur across more than one 'area of need', the SEND Code of Practice uses four main categories of need:

Communication and Interaction (C&I)

Cognition and Learning (C&L)

Social, Emotional and Mental health (SEMH)

Sensory and/or Physical (S&P)

It is widely known that adopting high-quality teaching practices (formerly known as Quality

First Teaching) are the first step in meeting the needs of all children, including those with SEND. When high-quality teaching practices are embedded, they often reduce or even eradicate the need for further provision and intervention.

At St George's, we seek to meet the needs of all our pupils by using the high-quality teaching practices; employing a graduated approach; seeking the advice and support of other specialist professionals and practitioners and by ensuring that we have appropriate resources available.

The number of pupils on the Inclusion Register can change frequently.

In September 2026, the breakdown of needs at St George's were as follows:

Needs	Number of Children	% of School
Pupils with an EHCP	16	7.6%
Pupils on Inclusion (SEND) Support	39	18.6%

Primary Area of Need	Number of Children	% of Inclusion (SEND Register
Cognition and Learning	10	18%
Communication and Interaction	35	64%
Sensory and Physical	1	2%
Social, Emotional and Mental Health	9	16%

How do we identify SEND?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The school assesses each pupil's current skills and levels of attainment on entry through baseline tests and follows assessment procedures within every year group. We also ensure robust transition processes enabling information to be built upon as children move between year groups, key stages and from other settings.

For more detail, see CDAT Assessment Handbook.

The assessments we use at St George's are listed in the table below:

Assessments Available	Assessment Outcome
Cognitive Ability Tests (GL Assessment)	Verbal, Non-Verbal, Quantitative, Spatial
Reading Benchmarking	Reading Age against Chronological Age
Wellcomm Tests	Speech and Language Age against Chronological Age

Further assessment and screening may be necessary for some pupils depending on need. St George's has access to the following assessment and screening tools:

Assessments Available	Assessment Outcome
Boxall Profile	Baseline of Social, Emotional and Mental Health Needs
Dyslexia Screener	Indicator of Dyslexia (not a formal diagnosis)
Mathematical diagnostic testing	Indicator of mathematical need
Literacy diagnostic testing	Indicator of literacy need

Parents, the class teacher and/or other professionals, within or outside the school, may also express concerns which trigger further investigation, observation and/or assessment. For example, attendance; punctuality; social expectations; medical needs; speech and language; learning; behaviour; and child protection related concerns.

The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bereavement. Where there are long lasting difficulties, the school will follow the procedures for identification.

Where a pupil routinely demonstrates behavioural needs which are having a detrimental impact on their own or others education, the possibility that behaviour is being driven by an underlying unmet special educational need must be fully explored.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils and discuss these within pupil progress meetings. These seek to identify pupils making less than expected progress given their age and individual circumstances. As a Trust, we use 'Provision for All' documentation as a tool for ensuring a universal offer for all children and consideration of next steps to provide additional support.

When identifying SEND, we are mindful of the following:

- A relationship with the child is key.
- The child's strengths and how we can build upon these to meet needs.
- Communicating effectively and regularly with the child (at an age appropriate level) and parents/carers enhances understanding for all.
- A formal diagnosis of need is <u>not</u> required in order to meet needs.
- Reduced progress and/or attainment not in line with age related expectations does not necessarily mean that the child has SEND.
- Attainment in line with or above chronological age does not necessarily mean there is no learning difficulty or disability.
- Pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has SEND.

- School must be providing 'above and beyond' the universal offer for a child to require Inclusion Support / be identified as having SEND.
- An identification of SEND does not always mean that a child requires additional adult / 1:1 support.

Where it is decided that a pupil does have an identified SEND and requires provision above and beyond the universal offer, St George's will:

1. Formally inform parents/carers that the school has decided to provide Inclusion Support.
2. Add pupil to the Inclusion (SEND) Register.
3. The class teacher (with support and oversight from the SENDCo) will work with the child and parents/carers to create an 'At The Heart' profile, which can then be used as a working document to evidence the graduated approach and ensure the best possible provision for the child.

What is the Graduated Approach?

To ensure early identification of need and to support pupils with identified SEND, the school follows a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated approach'. The examples below are designed to display the process but are not exhaustive in how the graduated approach may be used.

Assess

- The teacher should observe, monitor and assess the pupil and should document the support in place using the Provision for All documentation. The teacher should assess whether the adaptive strategies are supporting desired outcomes.
- External agencies may be involved and, if so, may have assessed the child's individual needs. The teacher should work closely and collaboratively with external agencies to ensure a clear understanding of starting points / needs.
- Assessments may include a baseline of the child's current understanding / knowledge / attainment. These are often known as 'start points' and can be used again later in the cycle to measure progress.

Plan

- The knowledge and understanding of the child (obtained from the assessment stage), alongside effective use of the Provision for All documentation, will be used to formulate a plan. This will be documented within the child's Heart profile.
- The teacher should be supported by the SENDCo throughout this process.
- If appropriate, a specific programme of intervention may be planned.

- The SENDCo and teacher will liaise to determine how best to implement the plan and deploy staff accordingly.

Do

- The teacher should put the selected adaptive teaching strategies and plans in place and observe the outcome – this must be carefully monitored for impact throughout and adapted as required.
- A timeframe must be agreed for formal review (this may be in line with school's assessment procedures or personalised depending on knowledge of child's specific needs).
- If following external agency recommendations or specific programmes / interventions, these must be carried out in line with guidance and overseen by professionals.

Review

- The teacher will use prior knowledge and understanding, along with discussion with the child and parent/carers to review progress and impact.
- Baseline assessments / start points can be revisited in order to measure progress. It may be useful to complete an 'end point' assessment to document progress and impact.
- If external agencies are involved, their recommendations should be reviewed in line with specified timescales. The SENDCo may co-ordinate this process.
- The teacher should discuss the outcomes of the review process with the child and parents/carers. These outcomes can be used towards the next graduated approach cycle and inform the 'assess' stage. If required, it may be appropriate to request further support from external agencies / professionals.
- The teacher and/or SENDCo will review progress of any specific intervention programmes and feed the outcomes into the next graduated approach cycle.

Where possible, the child and parents/carers should be involved within every stage of the above graduated approach.

How do we monitor and record the Graduated Approach?

All pupils on the Inclusion (SEND) Register are supported by a 'Heart' profile. This is a working document which identifies the areas of need and documents the graduated approach along with provision above the 'universal offer' that has been identified to support the pupil.

When creating the Heart profile, the class teacher uses Provision for All documentation to ensure provision required is in place and discusses the contents with pupils and their

parents/carers ensuring every voice is listened to and used to inform provision and next steps.

The Heart profile is reviewed on a termly basis and outcomes from the graduated approach are used to continuously adapt provision in place. The SENDCo will coordinate the review and quality assurance process with the support of the Senior Leadership Team.

Parents/carers will be formally invited to meet with class teachers and/or the SENDCo to discuss their child's achievements, progress and next steps three times per academic year. We very much value parent/carer views and it is important that all parties work together to support the child to succeed.

How do we work collaboratively and in partnership with parents/carers?

At CDAT, we believe that parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together.

St George's encourages this by:

- Aiming to maintain effective methods of communication with parents/carers at all times.
- Discussing any areas of potential need with the parents/carers at the earliest point.
- Listening to, and hearing, what parents/carers say.
- Identifying any outcomes to be achieved with parents/carers.
- Actively involving parents/carers in the graduated approach.
- Meeting with parents/carers regularly (at least 3 x per year) to review child's provision and progress.
- Being honest, open, and transparent about what we can deliver.
- Making sure parents/carers know who to contact if they have any concerns.

Where children and young people are 'looked after' by the Local Authority, we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over-represented at school support stages and through statutory needs assessments. To ensure that we are responding appropriately we:

- Do not make assumptions based on a pupil's care status.
- Monitor the progress of all our children who are looked after termly.
- Follow Local Authority procedures regarding keeping up-to-date records which are easily understood by everyone involved.
- Ensure close working with the specialist services who support children who are looked after, e.g. social workers and virtual schools.
- Normalise life experience wherever possible.
- Ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

How do we work collaboratively with the child, ensuring the child's voice is listened to?

All staff develop strong relationships with their pupils fostering a climate of openness, trust, and support.

The Children and Families Act is clear that all children and young people:

- need to be supported to develop aspirations for their future lives as active members of their community.
- have the right to have their voice heard.
- should be involved in discussions about their learning, progress and how provision is made.

At CDAT, we endeavour to ensure all pupils are listened to and actively encouraged to share their views.

At St George's, we have a range of strategies in place to support pupils to contribute their views and allow staff to hear their voice, these include:

Pupil Voice
Discussions with trusted adults
Junior Leadership Team
Changemakers
Happiness Heroes
Class areas of reflection

All pupils are also encouraged to monitor and assess their own progress in a positive and supportive environment. Interventions or strategies are explained and discussed with pupils. Where required, pupils are assigned a trusted adult who they can talk to on frequent basis, as and when required.

5. Inclusive Practice

Curriculum, Teaching and Learning

At St George's, every attempt is made to ensure that the quality of teaching within the classroom is of the highest quality and that every pupil accesses this and is able to take part in all aspects of school life.

Our curriculum is designed to foster thought, curiosity, and a desire for learning in all pupils, regardless of their backgrounds, strengths, and needs. It is a gateway to opportunity and to a fulfilling and prosperous life beyond the classroom.

Most pupils' learning needs are met through high-quality teaching where class teachers use a range of evidence-informed adaptive teaching strategies. Teachers personalise their teaching for pupils with SEND by using the Provision for All documentation and Heart profiles to inform their planning and delivery for individual pupils.

Teachers provide opportunities for pupils with SEND to experience success by:

- Ensuring that support from teaching assistants and other professionals is planned and targeted and not used as a replacement for high-quality teaching.
- Adapting lessons while maintaining high expectations for all, so that all pupils have the opportunity to experience success.
- Making reasonable adjustments, and implementing structured academic or behavioural interventions that are well-matched to pupils' needs before seeking a diagnosis or specialist support.

Teachers adapt their teaching to different pupil needs by:

- Sharing effective approaches for scaffolding new content and removing scaffolds over time.
- Using different forms of assessment.
- Seeking advice when teaching children with special educational needs and disabilities, particularly the SENDCo.

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote pupils' independence and to avoid them becoming dependent and passive as learners. Support is used to assist the pupil in achieving the high expectations and to provide opportunities for overlearning to promote confidence and raise self-esteem. Additional adults work with children within the classroom as directed by the class teacher to meet children's needs.

Interventions

Interventions can take many forms, for example, a task being broken down into smaller steps or a child participating in play therapy.

Specific interventions to support specific barriers to learning may be scheduled within the school day. Interventions will be evidence informed and planned according to pupil needs. They will always be baselined and tracked. Broadly, intervention sessions aim to:

- Emphasise key concepts and skills to support attainment across the curriculum.
- Clarify difficult concepts and misconceptions covered recently in specific subject areas.
- Pre-teach concepts or provide opportunities for over-learning.
- Instil self confidence of learners and equip them with the skills to make progress in specific areas of need.

CDAT believes that intervention programmes should be continuously reviewed and respond to the needs of pupils in school.

Current intervention programmes at St George's include:

Intervention Programme	Area of Focus
Lego Therapy	Social Communication
Read, Write, Inc	Phonics
Colourful Semantics	Understanding of language
Zones of Regulation	Social, Emotional and Mental Health
Makaton	Communication & Interaction
Socially Speaking	Communication & Interaction / Social Skills
Precision Teaching	Specific skills (Spelling, reading, number)

Accessibility & Environment Adaptations

For those students with sensory and or physical disabilities, necessary adaptations are made to enable full access to the curriculum and learning environment.

These may include:

- Use of lifts and ramp where required.
- Changes to classroom layout and seating plans.
- Sensory room and/or sensory equipment.
- Hearing aid loop system.
- Equipment such as 'wobble-sit' cushions, writing slopes, pencil grips or fidget toys.

See St George's Accessibility Plan for further detail.

Behaviour & Relationships

The social and emotional well-being of our pupils is paramount to all aspects of school life. We treat all our pupils as individuals who at various times will have additional support needs and we recognise that those pupils who have SEND may be more vulnerable.

For pupils with certain elements of SEND, there may need to be a personalised approach to relationships and behaviour management, which makes reasonable adjustments to the general guidance. Some pupils may require regular intervention or support that enables them to feel safe or to self-regulate. For example, this might involve a daily check-in with a key adult or a safe place. Teachers within the school must be aware of the content of the Heart profile for pupils whose SEND might be result in displaying particular behaviours.

The school will always consider whether they have made the required reasonable adjustments prior to a behaviour based incidents under the Disability Discrimination Act (1995) and the Equality Act (2010) when considering the use of boundaries and consequences. The type and severity of any given consequences should be clearly justifiable

in the context of the pupil's individual circumstances. Following a behavioural incident or breach of the Behaviour Policy, the content of the Heart profile and/or individual behaviour plan should be reviewed and reflected upon to establish whether lessons can be learned which would prevent a similar occurrence in the future.

See St George's Relationship's Policy for further detail.

Enrichment Activities

We ensure that all our pupils, particularly those with SEND, are fully included in enrichment activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. The school offers a range of activities that encourage and enable collaboration across the school.

Our Christian ethos fully supports inclusion in all areas of school, including educational visits. Staff plan early to overcome any barriers to inclusion and reasonable adjustments are made to accommodate any pupil with disabilities, providing the adjustments do not unduly impinge on the rest of the group. Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication also need to be taken into consideration. Staff supervising excursions are aware of any SEND and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent/carer might accompany an individual pupil. Where staff are concerned about whether they can provide for a pupil's safety, or the safety of others on a trip, they seek further advice from the SENDCo and SLT who liaises with parents, the school nurse and/or relevant external agencies.

6. Funding and Education, Health & Care Plans (EHCPs)

Funding to support the majority of SEND pupils is delegated to the school's budget. It is the expectation that mainstream schools provide support to their pupils with SEND from their notional SEND budget. Where the school is not able to meet the needs of a pupil from its budget or through Inclusion Support provision, we will seek funding from the Local Authority and apply for an Education, Health and Care Needs Assessment (EHCNA). Parents and the pupil will always be consulted prior to any application for an Education, Health and Care Plan assessment of needs.

SEND Code of Practice guidance states that:

EHCPs are required by those pupils:

- where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers; and
- who have a significantly greater difficulty in learning than the majority of others of the same age

Pupils in receipt of an EHCP will receive provision in line with requirements and statutory processes will be followed. On an annual basis, a review of the EHCP will take place and the child, parents/carers, along with all relevant stakeholders will be invited to attend.

In certain situations, it may be necessary to hold an emergency review of a child's EHCP, this can be requested by school or parents/carers and may be used to discuss changes in needs; changes to provision; requests for further funding; requests for change of placement and in rare and extreme cases where a child's needs are not being effectively met or there is a detrimental impact on the education of others, despite all provision in place.

Key information regarding EHCPs:

- An EHCP needs assessment can be requested by parents/carers, schools and healthcare professionals.
- Not all EHCPs include additional funding.
- Local Authorities decide on the level of funding required for school to provide provision stated within the EHCP.
- An EHCP does not necessarily mean that a child requires additional adult support.
- School is responsible for deploying staffing and resources effectively to ensure provision within Section F of the EHCP is in place.
- Low attainment does not automatically indicate a need for an Education, Health and Care Needs Assessment as the progress made may still represent adequate progress relative to the child/young person's ability.
- A diagnosis of need does not mean an EHCP is required.
- Local Authorities have a statutory duty to provide suitable education for children of compulsory school age.
- If school are unable to provide provision stated within the EHCP, they must share this formally with the Local Authority.

Where a pupil is in receipt of additional funding allocated via an EHCP the school will use its best endeavours to ensure it is used effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHCP – it is important to note that in line with best practice, funding is used to provide a range of interventions and not always for additional adult support. If school feel that the funding attached to the EHCP is not adequate in enabling the provision to meet needs, school would request that the Local Authority review the EHCP.

7. Working with External Agencies

At CDAT, we are committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of all our pupils. We ensure that we always seek the expert advice of education and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for pupils, families, and practitioners.

To do this, St George's:

- Listen to parents/carers to ensure we know which services they use or feel would be beneficial.
- Ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews.
- Use child centred approaches with all our pupils who have SEND.
- Seek and value the contributions of all.
- Engage with Local Authority and other external agencies in a timely and professional manner.

8. Continued Professional Development & Training

All staff receive training via different routes including whole-Trust training and resources, whole-school training and INSET, as well as external training.

St George's do not expect all teachers to be experts in every area of SEND but where there is a prevalence of need on the school Inclusion Register, we will endeavour to provide targeted training in specific SEND needs and the strategies that support progress. The school may also organise specific training for groups of teachers on one pupil's individual needs if their needs require it.

Training may be delivered by appropriate providers including:

- Colleagues, SENDCo or SLT
- CDAT Inclusion Lead
- CDAT School Improvement Advisors
- Advisory teachers/specialists from the Local Authority
- Educational Psychologists
- Speech and Language Therapist
- Private specialist training providers

9. Access Arrangements

To ensure equity and equality of access for tests and examinations, the SENDCo oversees the process for access arrangements for examination in line with the statutory guidance issued annually by the Standards and Testing Agency. Schools do not need to make applications or notifications for access arrangements in the optional KS1 tests. Some pupils with specific needs may need additional arrangements so they can take part in KS2 tests. It is the responsibility of the Headteacher and SENDCo to ensure applications for access arrangements are made in the given timeframe via the appropriate Department for Education routes. St George's has high expectations for all children and their wellbeing remains at the heart of all that we do. We are committed to ensuring highly effective access arrangements for all children and aim to work with parents/carers and pupils closely throughout the above processes. Therefore, where appropriate and in line with guidance, we do expect that all children will take part in tests and examinations.

If any of the access arrangements are likely to disturb others in the cohort, the Standards and Testing Agency guidance recommends that schools consider making arrangements for pupils to complete the test separately.

10. Ensuring Effective Transition

CDAT recognise that robust transition systems are important to ensure that appropriate provision and support is in place when pupils move between different phases of education.

In order to ensure a smooth transition to, from and within St George's, we have the following in place for children with SEND:

Transitional Processes
Pupils and parents/carers are invited to have a tour of school and meet relevant staff and/or peers.
Pupils are welcome to visit and spend time in the classroom if appropriate.
The SENDCo works closely with staff to ensure pupil information is disseminated across the school.
The SENDCo and/or class teacher attends meetings with previous settings.
Children are assigned 'buddies' if requested.
The SENDCo will liaise with previous / future settings to ensure a clear understanding of need and the transfer of pupil records.
The SENDCo will work alongside the Year 6 teacher to support effective transition to secondary settings for children with SEND.
Personalised transitional booklets are created for children when required.
Personalised transitional social stories are created for children when required.

The above approaches ensure pupils are able to attend school with knowledge of the school and an awareness of the school day. Pupils are also familiar with some of the teaching staff and the SENDCo.

The school has high aspirations for all pupils and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for adulthood and a productive life as members of their community.

11. Safeguarding

Please read the following in conjunction with St George's Safeguarding Policy.

All CDAT schools follow clear policies and procedures to safeguard and promote the welfare of young people at the school. All staff, governors and volunteers are checked by a government agency (Disclosure and Barring Service) before they can work at a school.

At St George's, we ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on safeguarding and child protection.

The Designated Safeguarding Leads within school provide support to staff members to carry out their safeguarding duties and liaises closely with other services such as Social Care.

12. Accountability

There is a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, including those with SEND, and all individual pupils whose progress is below expected levels, is maximised. All members of the senior and middle leadership team are accountable for the progress of vulnerable groups of pupils in the school.

A SEND link governor takes responsibility for reporting to the LGC on pupil progress with a specific focus on vulnerable groups, including those with SEND.

The link governor works alongside the SENDCo and Headteacher to ensure:

- The record of pupils with SEND, held centrally on the Inclusion (SEND) register, is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response.
- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEND, for ensuring effective provision & interventions, for identifying needs and for assessing and tracking progress.
- The appropriateness and quality of SEND provision is regularly reviewed as part of the school's self-evaluation system.
- Funding allocated to the school for the purposes of supporting pupils with SEND is used appropriately, efficiently and its impact will be judged according to pupil outcomes.
- There is regular and effective consultation with the local authority and external agencies about effectiveness of SEND provision.
- The school abides by the 'fair access protocol' with regard to admissions.
- The SEND Information Report, Policy and Guidance document is clearly available on the school website.

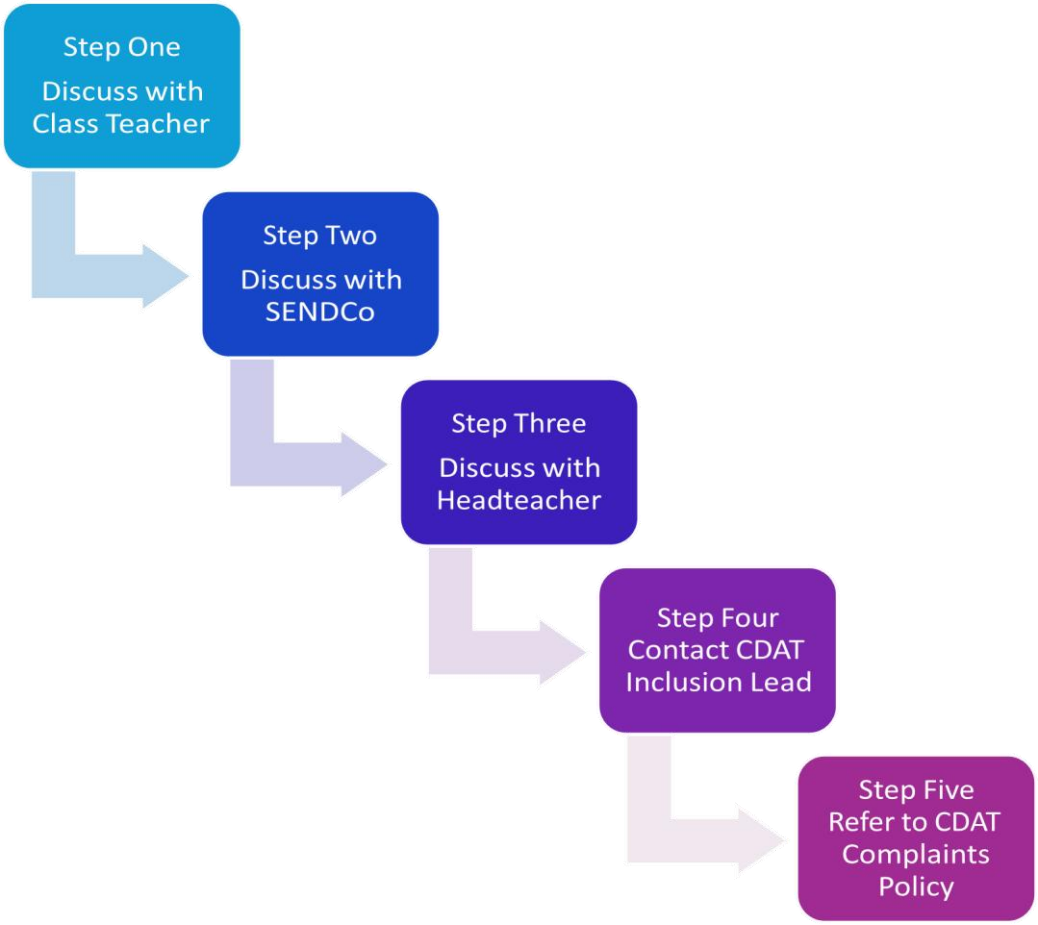
13. Questions & Complaints Procedures

At St George's, we encourage parents/carers or prospective parents/carers with specific questions to get in touch and we will endeavour to answer these as quickly as possible. Please contact the school office who can direct your query appropriately.

We know that all parents/carers want the best for their child, and we will always seek to resolve any concerns quickly. Where parents/carers have a concern about the provision in place for their child, they should initially contact their child's class teacher who will try to resolve the issue. If further support is needed following this, please see steps below for who to contact.

Any individuals wishing to raise a formal complaint relating to the support provided for pupils with SEND should refer to the CDAT Complaints Policy.

Parents and carers may also access support from their local SEND Information, Advice and Support Service (SENDIAS). If concerns remain unresolved, they may escalate to the Local Authority and ultimately to the Special Educational Needs and Disability Tribunal (SENDIST).



The following documents are to be read and referred to in conjunction with this policy.

- CDAT Inclusion Statement
- CDAT Assessment Handbook
- CDAT Children with Health Needs Who Are In School Policy
- CDAT Supporting Pupils with Medical Conditions Unable to Attend School Policy
- CDAT Children Who Are Looked After Policy
- Child Protection & Safeguarding Policy
- CDAT Behaviour & Relationships Policy
- Accessibility Plan