



Respect
For All

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In Aspirations

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In Actions

“...with God all things are possible” Matthew (19:26)

Special Educational Needs Policy- Autumn 25

We are a welcoming and caring Christian school where everyone can learn and grow as part of God’s family.

Date completed:	Autumn 25
Agreed by governors:	✓
To be reviewed:	Autumn 2026

Statement of intent

This policy outlines the framework for St George’s CE Primary School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and/or disabilities.

St George’s CE Primary School therefore intends to work with Stockport local authority and within the following principles, which underpin this policy:

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

St. George's Primary School provides a broad and balanced curriculum for all children. The Early Years Foundation Stage Statutory Framework and National Curriculum are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs and disabilities (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

1. Aims

The aims of this policy are:

- To create an environment that meets the SEND of each child;
- To ensure that the SEND of children are identified, assessed and provided for;
- To identify the roles and responsibilities of staff in providing for children's specific needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

2. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.



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It will also consider statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children

3. Definitions

Children with SEND have learning difficulties that call for special provision to be made. The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

4. Areas of special educational need

St George's CE Primary School will make provision for pupils with the following four kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs.

5. Admissions

St George's CE Primary School will ensure it meets its duties under the Local Authority Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Local Authority Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.



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- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

6. Roles and responsibilities

The governing body has a responsibility to:

- Engage parents and/or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person’s SEND.
- Provide a SENDCo who has responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for ‘Children in Care’.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school’s SEND Policy, setting out the measures and facilities to assist access for pupils with SEND.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school’s accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum and the physical environment reviewable every 3 years.
- Comply with Local Authority complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed term exclusion of a pupil with SEND, in line with their EHC plan.



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Further details about our specific SEND provision can be found within the school offer on the website.

The Head teacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.



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- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Support teaching staff as needed to draw up a one-page profile of the child or young person with SEND and a SEND support plan.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child’s parents that SEND provision is being made, where the child does not have an EHC plan.

Class/subject teachers must:

- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious/SMART.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- All teachers will use their best endeavours to meet the needs of ALL children in their class.



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- Liaise with outside agencies in relation to needs of pupils receiving support.

7. Involving pupils and parents in decision making

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

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

The school works closely with parents/carers in the support of those children with special educational needs and disabilities. We encourage an active partnership through an on-going dialogue with parents/carers and prioritise co-production of SEND provision with all participants. We share the progress of children with SEND with their parents at the two Parents’ Evenings and formal and informal meetings throughout the year, this includes two meetings annually with the schools SENDCo. We involve the parents in any outside intervention, and we discuss any information or advice given. The involvement of parents/carers is vital if a child is to progress. ISPs are reviewed three times per year – twice at Parents’ evening and once at the end of the academic year ready for transition to a new class/High School. All information is shared in line with GDPR.

8. Joint commissioning, planning, and delivery

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

Identifying improved system outcomes in consultation with pupils and their parents, considering:



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

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

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

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

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified before school entry.
- If gaps are identified or other needs arise consider commissioning services on a school or cluster basis.

9. Funding

- St George's CE Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils.



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- Personal budgets are allocated from the local authority’s high needs funding block and St George’s CE Primary School will continue to endeavour to make SEND provision from its own budgets, even if a pupil has an EHC plan as and when appropriate.

10. Local offer

St George’s CE Primary School will cooperate with the local authority and local partners in the development and review of the local offer. Stockport’s local offer can be found at www.stockportinfo.co.uk

11. Identification

To identify pupils with SEND, St George’s CE Primary School will:

- Assess each pupil’s attainment and progress on at least a termly basis.
- Make regular assessments of all pupils to ensure that any intervention is impacting on progress.
- Ensures that the child’s progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child’s previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- The school will provide adjustments for a pupil falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty, in line with Stockport Guidance, where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

12. Graduated approach-in consultation with parents and pupils.

St George’s CE Primary School will, once a potential SEND need has been identified, employ the graduated approach to meeting the pupil’s needs, including:



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- Establishing a clear **assessment** of the pupil’s needs.
- **Planning** of adjustments and support (where necessary) to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Implementing** the adaptations through quality first teaching, strategies and resources and or interventions, with support of the SENDCo and in coproduction with families.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions.

SEND support

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make use of all available classroom school resources. This includes adaptations to quality first teaching and in class interventions/booster groups delivered by staff in school. The interventions delivered are different from or additional to those provided as part of the School’s usual working practices. The class teacher will keep the parents informed and draw upon them for additional information. The SENDCo will monitor this process and may then become involved in further assessments or observations of the child if necessary.

13. SEND Support

The interventions will be implemented through a graduated response where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child’s identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

Teachers respond to children’s needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning for children’s full participation in learning, and in physical and practical activities;



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- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

One Page Profiles

One Page Profiles are incorporated into our ISPs (Individual Support Plans) for all our children who are identified with SEND. One Page Profiles enable teachers to:

- personalise learning for each child;
- be aware of the strengths, interests and specific support needs of children;
- inform action planning and target setting;
- give children and parents a voice;
- share information with all who work with a child (in line with GDPR).

Individual Support Plans. (ISPs)

ISPs employ a small-steps approach and feature significantly in the provision that we make at St. George's. By breaking down the existing attainment into finely graded steps and targets, we ensure that the children experience success. All children at SEND support will have an ISP. Where needed, children with an identified need will have an Access Plan showing the adjustments that have been made for them.

We will record the strategies used to support the child within an ISP. These will show the short-term targets for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review takes place three times per year and involves the parents/carers and child.

If the ISP review identifies that support is needed from outside agencies we will consult with the parents and seek permission for additional assessments to take place. In most cases, children will be seen in school by external support services such as specialist Cognition and Learning Teacher (CLT), specialist Social, Emotional and Mental Health Teacher (SEMHT), Educational Psychologist (EP), Speech and Language Therapist (SALT) or Occupational Therapist (OT).

External support services may provide teaching, advice or monitoring according to need. The new strategies should be recorded on children's ISP (Individual Support Plans). The new strategies may be implemented in the child's normal classroom setting or on a withdrawal basis as appropriate.

14. If needs are still not being met:



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The relevant teacher or SENDCo, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at the Curriculum year group expectations significantly below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning?
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class group, despite having had an ISP.
- The Pastoral Lead/Headteacher leads Multi-Agency meetings Team Around the School, twice per year where children whose progress/behaviour is a cause for concern are discussed, with parental permission, with professionals e.g. EP, SALT, Inclusion Service, School Nurse, Social Worker, SENDCo/Deputy Head Teacher and Head Teacher. Actions for these pupils are identified and then actioned.
- Children who are making limited progress, despite having had three cycles of support, may be referred to the Inclusion service and/or complex inclusion service for additional assessment. Pupils receiving additional support from an outside service, will be assessed using the particular service’s usual procedures.

At St. George’s we recognise that a good working relationship with outside agencies and a multi-agency approach is crucial in supporting children with SEND.

To facilitate this:

- the SENDCO/headteacher meets with all agencies prior to their involvement with children in the school;
- there is a regular liaison meeting with the Inclusion Service;
- EHA’s (Early Help Assessment) are used for children with complex needs, for children who will need a multi-agency approach or referral to services;
- Team Around the Child or family meetings may also be appropriate.

15. Statutory Assessment

If the child continues to demonstrate significant cause for concern, a request for Statutory Assessment will be made to the LA through an Education Health Care



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Needs Assessment (EHCNA) request. A range of written evidence will support the request: this may include an EHA form, One Page Profile and evidence of expenditure (up to £6,000) to support the child:

- St George’s CE Primary School will, in consultation with the pupil’s parents, request a needs assessment of SEND where the pupil’s needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to a statutory assessment, by the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil’s outcomes can be met through the school’s existing provision. The school may need to provide additional information if a parent decides to appeal this decision.

16. Education, Health and Care (EHC) plans

- St George’s CE Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil’s EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil’s needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil’s need significantly change.

17. Reviewing an EHC plan

St George’s CE Primary school will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.



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- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting.
- Ensure that a review of a pupil’s EHC plan is undertaken at least seven months before transfer to another phase of education.

18. SEN and Disability Tribunal

St George’s CE Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

19. Preparing for adulthood

St George’s CE Primary School will support all pupils towards independence and prepare for adulthood in a primary school context by signposting to relevant services.

20. Data and record keeping

St George’s CE Primary School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details of additional or different SEND provision on a provision map.
- All in line with GDPR

21. Confidentiality

St George’s CE Primary School will not disclose any EHC plan without the consent of the pupil’s parents with the exception of disclosure:



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- To the SEND and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil’s application for disabled students allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

The Head Teacher and SENDCo are keen to discuss any concerns and aim to work in partnership with parents and families to resolve any difficulties. However, in the event of a complaint, parents and carers should follow the School’s official complaints procedure available of the school website. Additional information about raising a SEND complaint and procedures can be found online <https://www.gov.uk/complainabout-school/sen-complaints>

Resources

The nature of SEND resources is such that they are in constant demand.
See Accessibility Plan for development of provision and resources.

This policy will be reviewed annually and updated in light of any new legislation.

Date for annual review: Autumn 2026

Ratification

This policy was agreed and adopted by our full Governing Body