



**St George's**  
School Edgbaston

# SEND & INCLUSION POLICY

Revised: April 2026



The school's policy is based on the principles of inclusion, fairness and equal access for all pupils enabling all pupils, whatever their special need, to achieve their full potential in all areas of the curriculum.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (September 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEN Code of Practice 0-25 (2015)
- Schools SEN Information Report (SIR)
- SEND Regulations 2014
- The Children and Families Act 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2017
- The National Curriculum in England Key Stage 1 and 2 framework document May 2015
- The National Curriculum in England Key Stage 3 and 4 framework document December 2014
- The EYFS Statutory Framework 2021
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (last updated 2021)

This policy was reviewed by the Senior Leader with responsibility for SEND, the School Special Educational Needs Co-ordinators (SENCOs) and in liaison with the Trustee with responsibility for SEND. It applies to all pupils in St George's School Edgbaston, inclusive of those in the Early Years Foundation Stage (EYFS).

## **Aims**

At St George's School Edgbaston our aim is for all pupils to be "Safe, Secure and Successful". In order to achieve this, we must ensure that for pupils with additional needs we:

- take a person-centred approach in order to identify and meet individual needs
- respect and value the pupil and take their views into account
- work alongside parents and carers, enabling them to support their child's education
- provide all pupils with a relevant, appropriate curriculum
- develop pupil independence

- raise pupils' self-esteem and build resilience
- remove barriers to learning

To achieve our aims we will:

- identify needs as early as possible and take action, offering support if necessary
- identify and remove barriers to learning, which will enable pupils to have access to a broad and balanced curriculum, including the Early Years Foundation Stage, the National Curriculum and appropriate examination programmes
- incorporate Pupil Passports and/or Individual Provision Plans (IPPs) into curriculum planning, and have class-based targets
- take a whole school 'Assess – Plan – Do - Review' approach to the identification, assessment and provision for pupils with special educational needs
- develop and maintain an effective partnership between school, parents/carers and outside agencies
- ensure pupils and parents/carers participate in decision making about provision to meet needs
- build self-awareness and understanding of their needs, and develop strategies to manage these

### **Definition of Special Needs**

*"A learner has special educational needs if they have a difficulty, or ability, which requires provision to be made for them which is over and above what the majority of children of the same age are offered. Recent changes to the law have initiated some fundamental changes to the way in which pupils with SEN and/or disabilities (SEND) are identified, funded and supported. Not all pupils with disabilities have special educational needs, and not all pupils with SEN meet the definition of having a disability"*

– SEN Code of Practice 2015

Many children and young people need additional support at some stage in their school life, for many differing reasons. This may be for a relatively short period, or it may be throughout their time at school.

Pupils who receive support for an extended period, or need more intensive support, or have been identified with more complex needs, will be included on the school's SEND register.

The four main areas of need (as identified in the Children and Families Act 2014) are:

- **Communication and interaction:** This would include pupils who have difficulty in interacting with others and with the world around them
- **Cognition and learning:** Pupils who find learning, thinking and understanding harder than their peers
- **Social, mental and emotional health:** Pupils who may experience difficulty in managing their emotions and/or behaviour in a way that affects their daily life
- **Sensory and/or physical:** Pupils who have a disability that may make it difficult for them to manage their everyday life without change or support

At St George's School we support pupils across this range of needs.

From Year 9 onwards, '**Preparation for Adulthood**' headings form the framework of our work, and outcomes are arranged under:

- **Employment**
- **Community Inclusion**
- **Independent Living**
- **Health**

### **Inclusion Team Roles and Responsibilities**

Mrs J Shaw	Deputy Head, member of Senior Leadership Team with responsibility for SEND
Mrs J Love	Whole School SENCo
Mrs H Hughes	Specialist teacher / Access Arrangements Assessor for external examinations
Mrs V Jones	School Nurse
Mr A Guest	Upper School Learning Mentors
Miss H Love	
Miss S Akhtar	
Mr R Hill	6 <sup>th</sup> Form Learning Mentor
Miss H Love	Speech and Language Therapy Assistant (Prep and Senior School)
Miss D Wood	SEND admissions
Mrs W Nash	Whole School SEND administrator

All staff can be contacted through the main school switchboard: 0121 625 0398

### **The School's SENCOs, Inclusion Team and SLT are responsible for**

- maintaining the school's register of pupils with SEND and overseeing provision
- co-ordinating provision for pupils with SEND and ensuring that appropriate targets and provision plans are in place as part of 'Assess – Plan – Do – Review' process
- the day to day promotion and implementation of the school's SEND policy
- liaising and advising parents/carers, fellow colleagues, external professionals
- building capacity among colleagues through formal and informal training sessions, alongside coaching and mentoring for class teachers and teaching assistants
- supporting pupils and their families through effective transition between classes, key stages and educational settings
- supporting the local authority in assessment, review and consultation processes
- ordering and maintaining special needs equipment and resources

### **Teachers are responsible for**

- meeting the needs of SEND pupils in their care by making necessary adjustments to their quality first teaching
- ensuring pupils views are included in decision-making
- working with SEND pupils to deliver the individual programme set out in the IPPs and/or Pupil Passports
- contributing to the school's procedures for the identification and referral of pupils with potential SEND issues
- contributing to the 'Assess – Plan – Do – Review' cycle in relation to pupils' progress
- supporting the SENCo in the maintenance and implementation of provision
- providing evidence in support of Access Arrangements applications and provision
- developing effective relationships with parents and regularly sharing reviews of progress and planning
- working with the SENCo and Senior Leader Team (SLT) to identify their own training needs around SEND
- undertaking appropriate training and identify personal needs for professional development

### **Learning Support Assistants (LSA) are responsible for**

- providing relevant targeted support to identified pupils as directed
- developing positive working relationships and contributing to formal and informal meetings with parents and professionals

- assisting the SENCo and teaching staff with the 'Assess – Plan – Do – Review' cycle in relation to pupils' progress
- assisting with the identification and effective provision of appropriate resources
- undertaking appropriate training and identify personal needs for professional development

### **Speech and Language Therapy Assistant is responsible for**

- delivering 1:1 speech and language sessions under the direction of a speech and language therapist
- delivering social groups
- carrying out additional interventions

### **Trustee with responsibility for SEND**

Elspeth Insch is the school trustee for SEND. Her role is to question and challenge our provision in all areas of SEND. She can be contacted through [admin@sgse.co.uk](mailto:admin@sgse.co.uk)

### **Pupil Involvement**

As stated in our aims, the pupil is at the centre of our SEND processes and the school respects and empowers the voice of the pupil.

- Pupils' views are gathered in a number of ways suited to the age and need of the pupil
- Pupils' views are recorded on their Pupil Passports which provide staff with an overview of individual needs and how to meet them
- Views are considered when evaluating interventions they receive
- All pupils in the school have, and are aware of, their own identified targets in reading, writing and numeracy; and with the support of staff they monitor their own progress towards them. When targets are reviewed, amendments are made, and the pupil is given new targets to work towards

## **Parental involvement**

The school maintains an 'easy access' policy, encouraging and recognising the rights of parents/carers in terms of their child's special educational needs. The SEND Information Report details how the school supports both pupils and parents/carers.

The school will:

- inform and involve parents/carers in decision making regarding the methods by which their child's individual needs will be met in line with the Code of Practice
- invite parents/carers to attend review meetings
- encourage and advise parents/carers to be actively involved in supporting their child
- ensure parents/carers are aware of their rights regarding aspects of their child's SEND provision and signpost to independent advice support services offered to parents (SENDIASS, Forward Thinking Birmingham, Educational Psychologists, Occupational Therapists, NHS speech and language therapy etc)

## **Identification of Special Needs**

The school is committed to the early identification of special needs, and aims to provide for the majority of these through its own resources and curriculum provision.

## **The Graduated Approach to SEN Support**

Class teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from teaching assistants or specialists. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' knowledge and understanding of a range of the most commonly presented SEND. Strategies which help to identify and support vulnerable pupils are shared, and teachers are encouraged to develop their knowledge through targeted INSET and CPD opportunities.

Throughout the graduated process the teacher, SENCo and SLT consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using formal and informal testing, observations and early assessment materials.

In line with the SEN Code of Practice 2015, the school follows a "graduated" approach.

## **SEN Support Stage One/Monitoring - Quality First Teaching from the Class teacher within the classroom context**

Quality First Teaching is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; the use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.*

**– DfE and DoH, 2015: 99**

QFT originates in the then DCSF's guide to personalised learning published in 2008 which summarises its key characteristics as:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

**– (DCSF, 2008) Personalised learning – a practical guide 00844-2008DOM-EN**

Class teachers are usually the first to raise concerns about a pupil, they will:

- differentiate accordingly to meet the needs of the pupil in their normal classroom context
- discuss these concerns with the parents

- gather background information on the pupil and, if applicable, consider previous interventions
- carry out classroom-based assessment and interventions
- monitor the pupil's progress and if there is still a concern refer the pupil to the SENCo to discuss further school action

Parents may also highlight concerns at this stage.

Pupils will not be added to the SEN register at this point.

### **SEN Support Stage Two – School based SEN support**

A referral will be made by any teacher who has raised concerns following on from Quality First Teaching.

- Parents are informed that a referral has been made to the SENCo
- Further assessments are carried out as deemed necessary by the Inclusion Team
- Interventions and strategies are identified and recorded on the Individual Provision Plan (IPP)
- The IPP sets out strategies, resources and interventions to be used to meet specified individual targets
- Work with the pupil is carried out
- The IPP will be regularly reviewed and updated (minimum of termly)
- This 'Assess – Plan – Do – Review' cycle may be repeated and the pupil may be added to the SEND register at this point

It is hoped that interventions within school will resolve the pupil's difficulties. If progress has not been made, they move to Stage Three.

### **SEN Support Stage Three – involvement of other professionals and outside agencies**

The SENCo will:

- Discuss next steps with parents
- Seek help and advice from other sources as necessary to support further assessment and advice on targets, strategies and interventions
- Record the 'Assess – Plan – Do – Review' cycle onto an IPP
- Gather feedback from all agencies/specialists involved and use this to inform review meetings with parents
- Keep the relevant staff informed

- If a pupil is not making expected progress at SEN support Stage Three, the SENCo and Head Teacher, in consultation with parents and relevant external agencies, will decide whether to request an Education Health Care Plan (EHCP) assessment from the Local Authority (LA). The purpose of the EHCP is to meet the pupil's special educational needs, stating the provision to which the pupil is entitled
- Education Health Care Plan Assessment Request (EHCAR):
  - The LA considers information presented in the request and may or may not agree to an EHCP assessment
  - If an assessment is carried out, the local authority may or may not agree to put an EHCP in place
  - If an EHCP is issued and the Local Authority agrees placement at St George's, the school will hold an annual review in order to consider the child's progress over the year and inform the LA of any adjustments that might be needed, taking into account the views of the child, the parents, the teachers and any other agencies involved

Throughout all these Stages there will be regular liaison between the teachers and SENCo. The 'Assess – Plan – Do – Review' process will be followed to ensure continuity and progression.

### **Supporting Pupils and Families**

The 'SEND Information Report' (SIR) has been developed in consultation with pupils, parents/carers and staff. It is clearly accessible through our website; paper copies can be provided on request.

The SIR provides detailed guidance to pupils and families on all matters concerned with SEND at St George's School, including links to:

- our Admissions policy
- the appropriate Local Authority 'Local Offer'
- management of medical conditions
- other agencies to support the pupil and their family, e.g. the Special Educational Needs Advisory Support Service (SENDIASS), Forward Thinking Birmingham (FTB) etc.

Pupils and families are supported at times of transition between classes, key stages and educational settings. When necessary, specific plans are put in place to support this transition, with the aim of ultimately preparing pupils for adulthood - reflecting

their ambitions, higher education, employment, independent living and the part they will play in society.

A number of leaflets have been produced explaining our SEND provision and the EHCP process. These are available upon request.

### **Supporting Pupils at School with Medical Conditions**

The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act (2010).

Some pupils may have medical conditions and special educational needs. Health and social needs, as well as their special educational provision will need to be considered together in any plan forward. The school will make its best endeavours to make reasonable adjustments in line with the guidance from the SEN Code of Practice (Jan 2015) and the Equalities Act 2010.

For further information on the school's arrangements to support pupils with medical conditions, please refer to the policy 'Supporting Pupils in school with Medical Conditions' which can be found on our website.

### **Access to the Curriculum and Support**

All pupils with special needs work alongside their peers and have equal access to a broad and balanced curriculum. They are included in all the activities of the school where appropriate. We aim to be inclusive of all learning differences and preferences within the teaching methods used. Pupils mostly work within the classroom; however, some pupils may benefit from withdrawal either individually or in groups as appropriate.

Some pupils with learning differences perform certain tasks more effectively in a quiet environment, where there are no distractions and where concentration can be maintained. We are keen to ensure that pupils view any support at St George's School positively. Interventions can only succeed if the pupil is a willing participant, and therefore we will take into account pupil voice on this matter.

Pupils with SEND may receive interventions or assessments outside of the classroom – for example:

- Educational Psychologists

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Specialist Support Services

## **Targets/IPPs**

Targets for pupils at Stage 1 are written by the Class/Subject Teacher.

Targets for pupils at Stages 2 and 3 are written by the Class/Subject Teacher under the guidance of other professionals as needed and/or appropriate.

IPPs/Pupil Passports for those with an EHCP are written by the SENCo, Class/Subject Teacher and/or Specialist Teacher.

Our Speech and Language Therapist may support target setting informally at any stage of the process, but may be more actively involved at SEN Support Stage 3.

## **Legal Obligations**

The responsibility for providing a relevant and appropriate education for children with EHCPs lies directly with their local authority. Unfortunately, on occasion, some children are not always best placed in a provision for a number of reasons. If it becomes apparent over time that children are inappropriately placed, schools are legally required to inform parents and their local authority if the student's needs are not being met. Moving a student is always a last resort, and this would be carried out via the review process.

## **Storing and Managing Information**

SEND information folders are held for each pupil on the SEND Register. These contain documentation relating to assessments, external agencies, medical / disability reports, communications with parents and other agencies, copies of EHC Plans (if appropriate) and any other information regarding the individual pupils needs. These folders are kept securely and are only accessible by designated members of staff.

Confidential information which is stored on our internal network is password protected. Any confidential documents sent electronically to outside agencies are also password protected or via secure platforms.

When consulting with outside agencies, emails relating to individual pupils refer to the pupils by initials and date of birth only.

Pupils at Stage 1 of our graduated response are logged on our Additional Needs register.

### **Other Key Documents to be aware of**

- Accessibility Plan
- Accessibility Policy
- Admissions FAQs for students with EHCPs
- Admissions FAQs for students with SEND Prep School
- Admissions FAQs for students with SEND Senior School
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Equality and Diversity Policy
- Safeguarding Policy
- SEN Information Report (SIR)
- Supporting Pupils in School with Medical Conditions Policy

This policy was reviewed by the Inclusion Department, the SLT and Trustee with responsibility for SEND.

**To be reviewed April 2027  
or as and when statutory  
guidance / legislation changes**