



St George's
School Edgbaston

SEND POLICY AND INFORMATION **REPORT**

Revised: August 2026



Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At St George's School, we foster an inclusive community where every child feels valued and supported. We set high expectations for all learners, matched with high levels of care and guidance, so that every student can thrive academically, socially, and personally. Our mission is to empower young people with confidence, resilience, and independence to succeed in life and contribute positively to society.

Legislation and Guidance

This policy and information report is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice*¹ and the following legislation:

- *Part 3 of the Children and Families Act 2014*², which sets out schools' responsibilities for students with SEND and disabilities
- *The Special Educational Needs and Disability Regulations 2014*³, which set out schools' responsibilities for Education, Health and Care (EHC) Plans, SEND Coordinators (SENDCOs) and the SEND information report
- *The Equality Act (2010)*⁴, which legally protects people from discrimination in the workplace and in wider society

Definitions

A student is considered to have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision.

A learning difficulty or disability may be identified when a child or young person:

- Experiences significantly greater challenges in learning than most others of the same age

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https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

² <http://www.legislation.gov.uk/ukpga/2014/6/part/3>

³ <http://www.legislation.gov.uk/ukqi/2014/1530/contents/made>

⁴ <https://www.gov.uk/guidance/equality-act-2010-guidance>

- Has a disability that prevents or hinders them from accessing the facilities and opportunities typically available to their peers in mainstream schools

Special educational provision refers to educational or training support that is additional to, or different from, that generally provided for children and young people of the same age in mainstream settings. Its purpose is to ensure that every learner can participate fully, achieve their potential, and thrive in an inclusive environment.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO)

Our school SENCO is Ms Helen Pollard.

The SENCO will:

- Work with the Headteacher and SEND Trustee to shape the strategic development of the school's SEND policy and provision
- Advise on the effective use of the school's delegated budget and resources to meet students' needs
- Take day to day responsibility for implementing this SEND policy and coordinating provision for students with SEND, including those with Education, Health and Care Plans (EHCPs)
- Ensure the school meets its duties under the Equality Act 2010, including reasonable adjustments and access arrangements
- Keep accurate and up to date records of all students with SEND
- Provide professional guidance to colleagues and support staff to deliver high quality teaching and learning
- Work closely with parents, carers, and external agencies (including the local authority and support services) to ensure students receive appropriate support
- Advise on the graduated approach to SEND support, ensuring high expectations are matched with high levels of care and assistance

The SEND Trustee

The designated SEND Trustee is Elspeth Insch.

The SEND Trustee will:

- Champion inclusion by raising awareness of SEND issues at trustee board meetings
- Monitor and evaluate the quality and effectiveness of SEND and disability provision within the school, reporting regularly to the trustee board

- Work collaboratively with the Headteacher and SENCO to support the strategic development of the school's SEND policy and provision, ensuring high expectations are matched with high levels of support

The Headteacher

The school Headteacher is Mr Luke Nicholls.

The Headteacher will:

- Work collaboratively with the SENCO and the designated SEND Trustee to shape the strategic development of the school's SEND policy and provision
- Hold overall accountability for the quality of provision and the progress of learners with SEND and / or disabilities, ensuring that high expectations are matched with high levels of support and inclusive practice

Class Teachers

Each class teacher is responsible for:

- Taking responsibility for the progress and development of every student in their class, including those with SEND
- Working closely with the SENCO to plan, deliver, and evaluate support and interventions, ensuring they are effectively integrated into classroom teaching
- Reviewing students' progress and development with the SENCO and agreeing on any necessary adjustments to provision
- Ensuring they consistently follow and apply this SEND policy in their practice

The Inclusion Team

Our school Inclusion Team provide a wide variety of additional support.

Mrs H Hughes	Specialist Teacher and Exam Access Arrangement Assessor (EAAA)
Mrs W Nash	SEND Administrator
Miss D Wood	SEND Admissions Coordinator
Miss H Love	Learning Mentor and Speech and Language Therapy Assistant (SALTA)
Mr A Guest, Miss S Akhtar, Mr R Hill	Learning Mentors

Mrs V Jones School Nurse

We also have an extensive team of Learning Support Assistants who provide targeted support to identified students and assist the SENCO, teaching staff and Inclusion Team.

Storage and Management of Information

All information relating to students with SEND is stored securely and managed in line with data protection legislation. Records may include assessment results, professional reports, medical evidence, and details of provision or support plans. These are kept in password protected electronic systems and / or locked filing cabinets, with access restricted to designated staff. When information is shared with external agencies, it is transmitted securely and only with parental consent where appropriate. Confidentiality is always maintained, and documents are retained and disposed of in accordance with statutory guidance and the school's Data Protection Policy.

Links to Other Policies

- Accessibility Plan and Policy
- Admissions Policy (General)
- Admissions Policy (SEND)
- Anti-bullying Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Educational Visits Policy
- Equality and Diversity Policy
- Exam Access Arrangements Policy
- Safeguarding Policy

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

SEND Information Report

Types of SEND needs supported at our school

Our school provides additional or adapted provision to meet a wide range of needs, including:

- **Communication and interaction needs:** autism, speech and language difficulties, selective mutism, and social communication differences
- **Cognition and learning needs:** dyslexia, dyspraxia, dyscalculia, and moderate learning difficulties (MLD)
- **Social, emotional and mental health (SEMH) needs:** Attention Deficit Hyperactivity Disorder (ADHD), anxiety disorders, depression and attachment difficulties
- **Sensory and / or physical needs:** visual impairments, hearing impairments, sensory processing difficulties, epilepsy, cerebral palsy, and other physical disabilities affecting mobility or coordination

Identifying and Assessing SEND Needs

We assess each student's skills and levels of attainment on entry, building on information from previous settings where appropriate as well as information shared with us by parents.

Our key screening assessments include:

- **CAT4 (GL Assessment)** – a standardised test of verbal, non-verbal, quantitative, and spatial reasoning, used to provide a baseline of cognitive abilities. Students are screened at the start of Year 7 and Year 12
- **SWIFT** – an online assessment system that monitors pupil progress and identifies learning needs. It provides clear data on attainment and development, helping teachers plan effective support and interventions. Students are screened at the start of Year 7, Year 9, and Year 12

Class teachers also make regular assessments of all students and identify those whose progress:

- Is significantly slower than that of their peers from the same baseline
- Does not match or improve upon their previous rate of progress
- Does not close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas beyond attainment, such as social or emotional development.

Slow progress and / or low attainment will not automatically mean a student is identified as having SEND. When considering whether special educational provision is required, we begin with the desired outcomes, including expected progress and attainment, alongside the views and wishes of the student and their parents. This informs the support needed and whether it can be provided by adapting our core offer, or whether additional or different provision is required.

Consulting and Involving Students and Parents

We will hold early discussions with the student and their parents when considering whether special educational provision is required. These conversations will ensure that:

- All parties develop a clear understanding of the student's strengths and areas of difficulty
- Parents' concerns are listened to and considered
- Agreed outcomes for the student are clearly identified
- Next steps are understood by everyone involved

Notes from these discussions will be added to the student's record. Parents will be formally notified when a decision is made that a student will receive SEND support. We also involve parents in reviewing provision and updating *Student Support Plans* (or *Student Passports*, where applicable). In addition, parents can discuss support directly with the SENCO during Parents Evenings.

Assessing and Reviewing Students' Progress Towards Outcomes

We follow the graduated approach, using the four-part cycle: **Assess, Plan, Do, Review**.

Class teachers work closely with the SENCO to carry out a clear analysis of each student's needs. This draws on:

- The teacher's assessment and knowledge of the student
- Previous progress, attainment, and behaviour
- Other teachers' assessments, where relevant
- The student's development compared with peers and national data
- The views and experiences of parents
- The student's own views
- Advice from external support services, where appropriate

All teachers and support staff working with the student are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies required. This is recorded through a *Student Passport*, or, where needs are more significant, a *Student Support Plan*.

We regularly review the effectiveness of support and interventions, adapting provision as needed to ensure positive impact on the student's progress and development.

Supporting Transitions and Preparing for Adulthood

We recognise that transitions can be challenging, particularly for students with additional needs, and we aim to make them as smooth and supportive as possible. We liaise regularly with previous schools, and offer taster days, transition days, and additional visits to our site ahead of a student's arrival.

When students move on from our setting, we share relevant information with the receiving school, college, or other setting. This is agreed in partnership with parents and the student to ensure continuity of support.

For post 16 learners, we provide tailored support that promotes independence, personal aspirations, and career goals. We ensure that all learners, including those with SEND, are well prepared for higher education, or alternative pathways. This includes guidance with UCAS applications, independent living skills and CV and interview skills.

Our Approach to Teaching and Supporting Students with SEND

Teachers are responsible and accountable for the progress and development of all students in their class. High quality adaptive teaching is our first step in responding to students with SEND, and lessons are carefully planned to meet individual needs.

In addition, we provide targeted interventions to support learning and development. The table below outlines some of the interventions offered as part of our core offer and those that are available at an additional cost.

Area of Need	Core Offer (No Additional Cost)	Additional Costs (Where Required)
Communication and Interaction	• Word mapping in class groups • Targeted questioning • Clicker 7 with widget symbols • Colourful Semantic visual supports	• Speech and Language support (1:1, paired, group) • Language for Thinking Social Thinking Programme • Communication Club

Area of Need	Core Offer (No Additional Cost)	Additional Costs (Where Required)
	• Widget picture lanyards • Classroom communication skills support	• Social mapping • Comic strip conversations • Social stories • Lego Therapy • Word mapping and category work • WellComm target work • NHS / OT recommended programmes
Cognition and Learning	• Task boards, Now / Next boards • Writing frames, mind mapping, • Clicker 7 (with / without symbols) • Google Read Write • Additional in class literacy and numeracy support • Visual resources • Direct phonics teaching • Colourful Semantics prompts • Study skills support	• Specialist 1:1 dyslexia support • Precision Teaching (reading, spelling, maths) • Cued Spelling Reading / spelling cards • COGMED memory programme • Individual workstation • Nessy Reading & Spelling • Enable Plus Literacy Programme • Touch Type Read & Spell (TTRS) • Accelerated / Accelewrite • Spelling Mastery • 1:1 LSA support
Social, Emotional and Mental Health (SEMH)	• Zones of Regulation framework • Protective Behaviours Programme • Emotion scales	• Social mapping • Social stories • Social Thinking Programme • Resilience Building Programmes

Area of Need	Core Offer (No Additional Cost)	Additional Costs (Where Required)
	• Lunchtime clubs (e.g. Computer, Anime, Sports) • Library access • Safe spaces • High ratios of familiar staff at break / lunch • Signposting to counsellors and educational psychologists	• Drawing & Talking Intervention • Comic strip conversations • Lego Therapy • Zones of Regulation • Mentoring • "A 5 is Against the Law" programme • Bespoke programmes as recommended
Sensory and / or Physical Needs	• Writing ramps / slopes • Pencil grips • Left-handed pens • Specialist scissors • Coloured filters / books for visual stress • Ear defenders / filtering plugs • Stability / seat cushions • Footrests • Weighted cushions	• Gross motor skills group • Fine motor skills group • Write from the Start Program • Kinaesthetic Handwriting Programme • Weighted pens / wrist straps • Touch Type Read & Spell (TTRS) • 1:1 LSA support (where required to access curriculum / environment)

Adaptations to the Curriculum and Learning Environment

We are committed to Quality First Teaching (QFT) and to providing an inclusive, high quality learning environment for every student. Our teachers use a range of approaches, including multi-sensory strategies, to ensure that different learning styles are supported in each lesson. Students receive tailored support to enable progress across all subjects.

To ensure all students' needs are met, we make the following adaptations:

- **Planning and scaffolding** the curriculum so that all students can access learning
- **Adapting resources and staffing** to remove barriers to learning and participation
- **Using recommended aids**, such as laptops, coloured overlays, visual timetables, larger font and other appropriate technology
- **Adjusting teaching approaches**, for example allowing longer processing times, pre teaching key vocabulary, reading instructions aloud or acting as a scribe

Exam Access Arrangements

Under the Equality Act (2010), Awarding Bodies must make reasonable adjustments to ensure that students with SEND are not placed at a substantial disadvantage in assessments compared with their peers. In such cases, Awarding Bodies are required to take reasonable steps to remove or reduce that disadvantage.

Applications for exam concessions to the Joint Council for Qualifications (JCQ) can only be made if the school can provide:

- A clear history of need, evidenced over time
- A history of provision of exam concessions, showing additional support already in place
- Qualifying scores from a recognised test carried out by a suitably qualified assessor (where required)

Additional evidence of need and provision may include:

- Diagnostic test results
- Professional reports
- Medical evidence
- Examples of classwork or past exam scripts

Please note: Students with a diagnosis of dyslexia will routinely be considered for testing; however, a diagnosis alone does not automatically guarantee exam concessions.

The SENCO and school Exam Access Arrangement Assessor (EAAA) are responsible for completing the paperwork and overseeing online applications to JCQ for both GCSE and GCE qualifications via the Access Arrangements Online tool. Access arrangements may vary between subjects, and each case is considered individually.

If the SENCO / EAAA determines that an arrangement is no longer the student's normal way of working, they reserve the right to withdraw it. Students also have the right to decline the use of any approved concession.

All access arrangements must be formally approved **before** an examination or assessment takes place.

Expertise and training of Staff

Our SENCO has the following relevant qualifications:

- NPQSENCO (National Professional Qualification for Special Educational Needs Coordinators)
- MEd Inclusion and Special Educational Needs (University of Birmingham)
- Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
- Qualified Teacher Status (QTS)
- Accredited Teacher Status (ATS) – SpLD / Dyslexia

Our staff are regularly trained to support pupils with SEND. This includes:

- Autism Education Trust training (Levels 1-3)
- Ongoing CPD and specialist courses (e.g. dyslexia, mental health, sensory needs)
- Internal training on Quality First Teaching, differentiation, and classroom strategies
- Mandatory First Aid and Medical Needs training for all staff

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND through:

- Reviewing student progress with academic and artistic teaching staff
- Assessing the impact of interventions after 12 weeks
- Regularly reviewing and updating Student Passports / Plans in collaboration with students, parents, and staff
- Gathering feedback through student, parent and staff questionnaires
- Ongoing monitoring by the SENCO
- Holding Annual Reviews for students with Education, Health and Care (EHC) Plans
- Robust evaluation of SEND policy and practice to ensure continuous improvement

Support of Students with EHCPs

Students with Education, Health and Care Plans (EHCPs) receive tailored provision that reflects the outcomes and recommendations set out in their plan. The SENCO works closely with teachers, support staff, parents, and external professionals to ensure that provision is implemented effectively and regularly reviewed. Each student's support is personalised to meet their academic, social, emotional, and physical needs, with progress monitored through the Assess-Plan-Do-Review cycle.

Annual reviews are held in partnership with families and the local authority to evaluate progress, update targets, and ensure that provision continues to prepare students for independence, further education, employment, and adult life.

Working with Other Agencies

We work with the following agencies to provide support for students with SEND:

- Birmingham City Council School Sensory Support Team
- Birmingham City Council Educational Psychology Team
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Autism Assessment Practitioners
- Forward Thinking Birmingham
- Independent Dyslexia Assessors
- Occupational Health Professionals

Complaints about SEND Provision

Complaints about in-classroom SEND provision should first be raised with the class teacher, and then with the SENCO if further support is required. Complaints about specialist interventions (Mentoring, SpLD / SALT support) should be raised directly with the SENCO. Complaints about SEND Coordination should be raised directly with the school Headteacher. Complaints about whole-school approach to SEND Provision should be raised directly with the SEND Trustee.

Parents of students with disabilities also have the right to make disability discrimination claims to the First tier SEND Tribunal if they believe their child has been discriminated against. Claims can be made in relation to:

- Exclusions
- The provision of education and associated services
- Reasonable adjustments, including the provision of auxiliary aids and services

Contact Details of Support Services for Parents of Students with SEND

Local Authority Local Offer Services

Birmingham

<https://www.localofferbirmingham.co.uk/>

Solihull

<https://www.solihull.gov.uk/children-and-families/solihull-local-offer>

Worcestershire

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

Sandwell

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Staffordshire

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Attention Deficit Disorder

- ADDISS – information and support: www.addiss.co.uk

Autism

- Ambitious about Autism – services, awareness-raising, campaigns: www.ambitiousaboutautism.org.uk/page/index.cfm
- Curly Hair Project – information, support, training and resources: www.thegirlwiththecurlyhair.co.uk
- National Autistic Society – information, support and schools: www.nas.org.uk
- Research Autism – the only UK charity dedicated to research into interventions in autism: <http://researchautism.net/pages/welcome/home.ikml>
- Talk about Autism – a safe and friendly online community: www.talkaboutautism.org.uk
- Autism West Midlands – the leading charity in the West Midlands for people with autism: www.autismwestmidlands.org.uk/
- The Autism directory – find autism friendly resources in your local area and beyond. From CAMHS and coffee shops to SaLT's and special schools you can find them here: www.theautismdirectory.com/default.asp?contentID=1

Dyslexia and Dyspraxia

- Dyslexia-SpLD Trust (The) – a collaboration of voluntary and community organisations funded by the Department for Education to help children with dyslexia / SpLD succeed in school: www.thedyslexia-spldtrust.org.uk/

- Dyspraxia Foundation – books, suggestions, teen newsletter, and adult support group: www.dyspraxiafoundation.org.uk/

Other Support Organisations

- Contact – national freephone helpline for educational issues for parents who have children with SEND: www.contact.org.uk
- SEND Gateway – wide range of links, downloads, and events: www.sendgateway.org.uk, e.g. leaflet for parents with questions they can ask school about how they support children with SEND www.sendgateway.org.uk/resources.nhs-england-ask-listen-do_1.html
- SEND guide for parents and carers on the support system for children and young people with special educational needs and disability (SEND). www.gov.uk/government/publications/send-guide-for-parents-and-carers

Contact Details for Raising Concerns

If you feel that your child may have a Special Educational Need or Disability, please don't hesitate to contact their Form Tutor (Senior School) or Class Teacher (Prep School).