

SEND Policy

St George's School: A Church of England Academy.

DIGNITY **HOPE**
COMMUNITY
WISDOM

HUMILITY
KINDNESS



Approved by: G Warnock

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At St George's, we are committed to creating an environment of aspiration and belonging, rooted in our Christian values of dignity, hope, community, wisdom, humility, and kindness. We believe in the power of mutual respect and the importance of honouring one another, as inspired by Romans 12:10: *"Be devoted to one another in love. Honour one another above yourselves."*

As a Church of England Academy, our mission is to nurture every student's spiritual, moral, cultural, intellectual, and physical development within a caring and supportive community. We strive to prepare our pupils for the opportunities, responsibilities, and experiences of adult life, while encouraging them to make a positive impact on the world and the people around them.

Our vision is guided by the following principles:

1. **Individual Recognition:** Every member of our school community is valued as unique, with specific strengths and needs that deserve recognition and support.
2. **Mutual Respect:** We cultivate a culture of respect and kindness, where every individual feels seen, valued, and appreciated.
3. **Celebration of Achievement:** We celebrate effort and achievement in all its forms, recognising the diverse contributions that enrich our community.
4. **Support for Those in Need:** We provide care, guidance, and resources for those facing challenges, ensuring that no pupil is left behind.
5. **Inclusive Aspiration:** We set the same high expectations for all, making adjustments where necessary to enable every pupil to succeed and thrive.

In living out our faith daily, with Christ as our example, we aim to be a beacon of hope and inspiration for our students and the wider community.

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Aims

Our SEND Policy and Information Report is designed to:

1. Set out how St George's supports and makes provision for pupils with special educational needs and disabilities (SEND).
2. Clarify the roles and responsibilities of everyone involved in meeting the needs of pupils with SEND.

As a Church of England Academy, we offer a curriculum that provides a meaningful encounter with Christian faith and practice. We aim to create opportunities for all pupils to learn, achieve, and be prepared for adult life. We are committed to promoting the spiritual, moral, cultural, intellectual, and physical development of every pupil within a caring and supportive community.

In line with these principles, St George's commits to:

1. **Whole-School Approach:** SEND is embedded across all areas of school life, ensuring that the educational needs of every pupil are met.
2. **Identification and Monitoring:** We will maintain robust systems to identify, assess, and track the progress of pupils with SEND.
3. **Information Sharing:** Relevant information will be shared with staff so that pupils' needs are consistently understood and addressed.
4. **Staff Development:** We will provide support, advice, training, and resources so that all staff can deliver an ambitious curriculum that meets the needs, abilities, and aspirations of pupils with SEND.
5. **Inclusive Teaching:** All teachers are teachers of pupils with SEND, and high-quality teaching remains our first response to meeting need.
6. **Pupil Support:** We will use our best endeavours to ensure that every pupil with SEND receives the support required to succeed.
7. **Access to Enrichment:** All pupils with SEND are encouraged and supported to engage in the full range of extracurricular and wider school activities alongside their peers.
8. **SEND Leadership:** We have a dedicated team responsible for coordinating provision at St George's:

- Mr J Kerr, Assistant Headteacher (SEND and Inclusion)
- Mrs R Stirzaker, SENDCO
- Mrs R Anderton, Assistant SENDCO
- Mrs J Scott, Assistant SENDCO

9. **Partnership with Parents and Carers:** We will involve parents and carers as partners in their child's education, ensuring they are fully informed about decisions regarding SEND provision.
10. **Pupil Voice:** We will involve pupils in shaping the support they receive and in reviewing the outcomes we are working towards.
11. **Reporting:** We will provide transparent reporting on SEND provision, admissions arrangements for pupils with disabilities, and how we ensure equality of opportunity.
12. **Accessibility:** We are committed to continually improving the physical environment, curriculum, and wider provision to increase access for disabled pupils.
13. **Legal Compliance:** We will work within the statutory framework of the SEND Code of Practice (2014) and all relevant legislation.

Definitions

A pupil has special educational needs or disabilities (SEND) if they have a learning difficulty, disability, or complex need that requires special educational provision.

A pupil is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of facilities generally available to pupils of the same age in mainstream schools.

Special educational provision refers to educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream schools.

Roles and Responsibilities

SEND Leadership Team

The SEND Leadership Team is responsible for coordinating and driving SEND provision at St George's.

- **Mr J Kerr, Assistant Headteacher (SEND and Inclusion):**

Leads strategically on SEND across the school. Responsible for ensuring that provision is aligned with the school's vision and values, and that outcomes for pupils with SEND are ambitious and sustained. Works closely with the SENDior Leadership Team to uphold inclusive practice and ensures regular review of provision and placement.

- **Mrs R Stirzaker, SENDCO:**

Oversees the operational delivery of SEND provision. Leads on the development and implementation of individual SEND plans, school-wide reasonable adjustments, and interventions. Provides direct support to staff and pupils, manages the SEND team, and ensures compliance with the SEND Code of Practice. Collaborates with external agencies and acts as the first point of contact for parents and carers.

- **Mrs R Anderton, Assistant SENDCO, and Mrs J Scott, Assistant SENDCO:**

Support the SENDCO in coordinating provision, leading interventions, and monitoring pupil progress. They provide coaching and guidance for staff, ensuring classroom practice reflects inclusive principles.

- **Mrs C Seargeant, SEND Governor:**

Raises the profile of SEND at the governing board level. Monitors the quality and effectiveness of provision, and works with the Headteacher and SENDCO to guide the strategic development of SEND across the school.

- **Mr G Warnock, Headteacher:**

Works with the SENDCO and SEND Governor to shape the strategic direction of SEND provision. Ensures a coherently sequenced curriculum is delivered across all subjects that meets the needs of all pupils, with or without SEND. Holds overall responsibility for the provision, progress, and outcomes of learners with SEND or a disability.

Heads of Department will:

- Design and develop coherently sequenced curriculum plans that meet the needs of all pupils, with or without SEND.
- Ensure teachers use appropriate scaffolding techniques and approaches within lessons to enable all pupils to succeed.
- Closely monitor the progress of pupils with SEND within their subject areas and act swiftly where concerns arise.
- Include pupils with SEND in subject-specific interventions where attainment targets are not being met.
- Use departmental intellectual preparation sessions to share good practice, strategies, and resources that support pupils with SEND.

Class Teachers are responsible for:

- The progress and development of every pupil in their classes.
- Working closely with teaching assistants and specialist staff to plan and evaluate subject-specific support, ensuring it links directly to classroom teaching.
- Collaborating with the SENDCO to review each pupil's progress and make informed decisions about adjustments or additional provision.
- Embedding high-quality teaching strategies that enable pupils with SEND to access the curriculum and achieve ambitious outcomes.
- Following this SEND policy as part of their professional responsibility.

Staff Training and Development

At St George's, we recognise that high-quality teaching for pupils with SEND is dependent on staff expertise. We therefore ensure that:

- All new staff receive SEND induction training before they begin teaching, covering the SEND Code of Practice, school processes, and practical classroom strategies.
- Ongoing SEND training is provided through both whole-school and departmental CPD sessions, tailored to emerging needs across the school.

- The SEND team provides targeted training on specific needs (e.g. autism, ADHD, SEMH, dyslexia, SENDsory and physical impairments) to ensure staff are confident in adapting their teaching.
- Support staff (including teaching assistants and mentors) access role-specific training on intervention delivery, use of assistive technology, and supporting independence.
- Specialist professionals (e.g. Educational Psychologists, Speech and Language Therapists, MHST) are invited to deliver bespoke training sessions where relevant.

This approach ensures that all staff remain informed, skilled, and confident in meeting the diverse needs of pupils, fulfilling the school's duty under Section 66 of the Children and Families Act 2014 to use our "best endeavours" in securing special educational provision.

SEND Information Report

The kinds of SEND that are provided for

St George's currently provides additional and/or different provision for pupils across the four broad areas of need set out in the SEND Code of Practice (2014):

1. **Communication and Interaction** – e.g. autism spectrum condition (ASC), speech, language and communication needs (SLCN).
2. **Cognition and Learning** – e.g. specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and developmental coordination disorder (dyspraxia/DCD); moderate learning difficulties (MLD); severe learning difficulties (SLD); and profound and multiple learning difficulties (PMLD).
3. **Social, Emotional and Mental Health (SEMH)** – e.g. attention deficit hyperactivity disorder (ADHD), attachment and trauma-related needs, anxiety, depression, or other mental health difficulties.
4. **SENDsory and/or Physical Needs** – e.g. visual impairment (VI), hearing impairment (HI), multi-SENDsory impairment (MSI), physical disabilities.

We also recognise that some pupils may preSENDt with needs across more than one of these areas.

Identifying Pupils with SEND and Assessing Their Needs

On entry into Year 7, all pupils' current skills and levels of attainment are assessed in a variety of ways. This helps us identify those who may require additional support or intervention. Transition information is also gathered from primary schools, including whether a pupil has previously been on a SEND register or accessed additional support.

Class teachers make regular assessments of progress for all pupils. A pupil may be considered for SEND support if their progress:

- Is significantly slower than that of peers starting from the same baseline
- Does not match or improve on their previous rate of progress
- Fails to close the attainment gap with peers
- Widens the attainment gap further

Slow progress and low attainment do not automatically mean a pupil has SEND. Likewise, a medical diagnosis or condition does not automatically result in placement on the SEND register. The key test is whether the pupil requires provision that is additional to, or different from, the high-quality teaching and universal strategies ordinarily available in school. Where a pupil's needs can be met through our core offer, they will not be recorded as having SEND. The SEND register is reviewed and updated regularly to ensure it accurately reflects those pupils for whom additional or different provision is in place.

When deciding whether special educational provision is required, the SENDCO works in collaboration with Heads of Department and teachers, starting with the desired outcomes. Consideration is given to:

- Expected progress and attainment
- The views and aspirations of the pupil and their parents/carers
- Evidence from classroom teaching and assessment

This information is used to determine whether needs can be met through adaptations to our core offer of high-quality teaching, or whether additional, different provision is required. Other contextual factors are also considered, such as attendance, looked-after status, or pupil premium eligibility, to ensure provision is appropriate and not misidentified.

Diagnosis and the SEND Register

It is important to note that a medical or clinical diagnosis (for example ADHD, autism, or dyslexia) does not in itself mean that a pupil will automatically be placed on the SEND register. A pupil is recorded on the SEND register only where they require *special educational provision* that is "different from or additional to" the support normally available to all pupils through high-quality teaching.

Equally, if a pupil's needs can be met within our universal offer and no additional or different provision is required, they will not be included on the SEND register.

The SEND register is a *live record* and is reviewed regularly to ensure that it accurately reflects current needs and provision. Pupils may be added or removed from the register over time as their level of need and the provision required changes.

Consulting and Involving Pupils and Parents

The SENDCO will hold an early discussion with the pupil and their parents/carers when considering whether special educational provision may be required. These conversations will ensure that:

- A clear understanding is developed of the pupil's strengths as well as their areas of difficulty.
- Parents' and pupils' views, concerns, and aspirations are taken into account.
- The outcomes sought for the pupil are agreed and understood by all parties.
- Next steps are clear, and responsibilities are shared.

Notes from these discussions are recorded on ProvisionMap so that class teachers, Heads of Department, and Pastoral Support and Wellbeing (PSW) teams are fully aware. Parents will be formally notified if their child is to be added to the SEND register and receive additional support.

Assessing and Reviewing Pupils' Progress Towards Outcomes

St George's follows the graduated approach using the four-part cycle of Assess, Plan, Do, Review.

Where a pupil is not making expected progress, the subject teacher works with the SENDCO to analyse the pupil's needs. A SEND support referral form is completed, capturing:

- Teacher assessment and classroom observations.
- The pupil's previous progress, attainment, and behaviour.
- Input from other subject teachers to establish whether difficulties are subject-specific or cross-curricular.
- The pupil's current grades compared with targets.
- Scaffolding and strategies already implemented, with reflections on their effectiveness.
- Consideration of potential access arrangements that may benefit the pupil.

Curriculum plans may be reviewed with the Head of Department, and lesson observations

may be carried out to support teaching staff in providing appropriate scaffolding. Where needed, referrals can be made to external agencies, such as Specialist Teacher Services, the Mental Health in Schools Team, or Early Help and Wellbeing.

All teachers and support staff working with the pupil are made aware of their needs, the outcomes sought, and the agreed strategies via SIMs.

Progress is reviewed termly at SEND meetings with parents and pupils, evaluating the impact of interventions. Psychometric testing may also be carried out to inform access arrangements for lessons, assessments, and examinations.

If, after three full review cycles of enhanced or specialist support, there is still no evidence of progress academically or socially, the SENDCO, parents, and the pupil will discuss whether to request statutory assessment for an Education, Health and Care (EHC) plan.

Supporting Pupils Moving Between Phases and Preparing for Adulthood

St George's places great importance on smooth transitions between phases of education.

- A member of staff visits every Year 6 pupil at their primary school, with transition forms completed by the class teacher.
- Where SEND needs are identified, or an EHC plan is already in place, the SEND department observes the pupil and liaises with the primary SENDCO to agree provision requirements.
- The St George's SENDCO attends Year 6 annual reviews wherever possible.
- Extended taster days, "My New School" transition booklets, and additional visits are provided for pupils who may need extra support with transition.
- Pupils already on a primary SEND register are automatically recognised on transfer through the census.

All Year 6 pupils attend taster days in the summer term, during which pupils with SEND are observed by the SENDCO or a teaching assistant who will support them.

From Year 9 onwards, annual reviews for pupils with EHC plans focus on Preparation for Adulthood, including pathways into further education, training, or employment. Pupils in Year 11 receive additional guidance from the careers officer, and repreSENDtatives from colleges or training providers are invited to attend annual reviews. Staff from St George's may accompany pupils on visits to future placements to reduce anxiety and ensure provision is discussed in advance.

Our Approach to Teaching Pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their classes. High-quality teaching is the first step in responding to pupils who may have SEND, and this is at the heart of St George's approach. Core teaching methods include challenge, clear explanation, modelling, practice, questioning, and effective feedback. Where additional support and/or interventions are required, these are tailored to the individual pupil's needs.

We follow the graduated approach (Assess, Plan, Do, Review) to ensure provision is responsive and effective. Where needs are not met at each stage, a more enhanced level of support is considered in partnership with pupils and parents, which may lead to a request for statutory assessment if required.

Our Universal Offer

St George's prides itself on having a strong universal offer that ensures inclusive practice for all pupils from the outset. Key features include:

- **Chromebooks for all pupils**, fitted with *OpenDyslexic* software to support reading accessibility.
- **Curriculum booklets** are printed in a dyslexia-friendly font and designed to reduce barriers to learning.
- A **structured learning environment** with clear routines and reduced visual noise (e.g., limited classroom displays to support pupils with SENDsory needs).
- A **teacher-led instructional model**, influenced by American charter schools, which provides clarity, consistency, and scaffolding for all learners.
- Universal use of scaffolding strategies (e.g., modelling, guided practice, and use of exemplars) to reduce reliance on ad hoc differentiation.

Movement & SENDsory Breaks

At St George's, all pupils are expected to remain in lessons for the full duration. Where a pupil has identified SENDsory, physical, or medical needs, reasonable adjustments may include carefully planned movement or SENDsory breaks.

Movement breaks are not a general entitlement but may be provided where there is clear evidence of need, for example:

- Documented within an EHCP or medical plan.

- Recommended by a relevant professional (e.g., occupational therapist, physiotherapist).
- Agreed in writing by the SENDCO following trial and review of in-class regulation strategies.

Where movement breaks are agreed:

- **Duration:** Short, time-limited (normally no more than 5 minutes).
- **Frequency:** Specified in the plan (e.g., no more than once per lesson).
- **Location:** Supervised SEND base or agreed safe space, not unsupervised in corridors.
- **Purpose:** Focused on regulation (e.g., stretching, walking loop, calming activity), not socialising.
- **Safeguarding:** All breaks are logged in/out in a central record.

Before a movement break is considered, staff will use a range of in-class regulation strategies (e.g., seating changes, standing for a short time, SENDsory tools, participation in whole-class reset activities).

Movement break plans are authorised only by the SENDCO, shared with all staff, and reviewed at least termly. If evidence shows they are no longer required, they will be phased out.

This approach ensures that St George's meets its duties under the Equality Act 2010 (reasonable adjustments) and the Children and Families Act 2014, while maintaining high expectations for learning and minimising disruption to teaching.

Adaptations to the Curriculum and Learning Environment

In addition to this universal offer, further adaptations are made where appropriate:

- Physical environment: lifts, ramps, accessible toilets, disabled showers and changing facilities.
- Assistive technology: large-print textbooks, low-vision aids such as *Far Viewers* and magnifiers, examination reader pens, and coloured overlays.

- Communication: reasonable adjustments including hearing loop systems (planned expansion), specialist equipment, and augmented forms of communication.
- For pupils with SENDsory or physical regulation needs, the school has a Movement & SENDsory Break Policy (Appendix A), which sets out the framework for evidence-based provision.”

Our aim is to ensure every pupil can access the curriculum and thrive in our learning environment. We take all reasonable steps to ensure that pupils who are, or who become, disabled have full access to education, supported through appropriate adjustments, additional adult support, teaching and learning aids, and access arrangements.

Appendix 1 – Movement & SENDsory Breaks Protocol

1. Core Principles

- All pupils, including those with SEND, are expected to remain in lessons for their full duration wherever possible.
- Movement breaks are not a general entitlement. They are a targeted intervention for pupils with clearly evidenced SENDsory, medical, or physical needs.
- The school’s first step is to meet SENDsory and physical needs within the classroom using high-quality teaching strategies and reasonable adjustments, in line with our duty under Section 66 of the Children and Families Act 2014.

2. Eligibility for Movement Breaks

A movement break may be agreed where:

- The need is documented in the pupil’s EHCP or medical plan (e.g. SENDsory processing disorder, hypermobility, cerebral palsy, physiotherapy following surgery).
- The need is recommended in writing by an appropriate professional (e.g. occupational therapist, physiotherapist), reviewed at least annually.
- A trial of in-class regulation strategies has been attempted and recorded, but evidence indicates that a movement break remains necessary.

3. Structure of a Movement Break

- Duration: Typically up to 5 minutes.
- Frequency: Usually no more than once per lesson, unless evidence indicates a greater need.
- Location: A designated supervised space (e.g. Learning Support Hub or SEND base), not unsupervised corridors.
- Purpose: Low-stimulation activities such as stretching, walking loops, or balance tasks, not socialising.
- Supervision: All breaks are signed in/out in a central logbook.

4. In-Class Regulation Strategies (default approach)

Before any out-of-class movement break is considered, staff will support pupils through:

- Change of seating or posture (e.g. brief use of a standing desk).
- Discreet stretching at the desk.
- Whole-class “reset” routines such as choral responses, stand-to-answer, or whiteboard activities.

5. Approval and Review Process

- Only the SENDCo can authorise a movement break plan.
- The plan is recorded in writing, stored on the pupil profile, and shared with relevant staff.
- Parents and pupils are consulted as part of the process, but the school retains the right to determine provision in line with law, evidence of need, and reasonableness.
- All movement breaks are implemented on a time-bound trial basis (e.g. 4 weeks) with a set review date.
- Plans are reviewed at least termly and adjusted or withdrawn if no longer required.

6. Safeguarding & Accountability

- All movement breaks are logged for safeguarding purposes.
- Staff challenge any unscheduled movement around the site.
- Misuse of the provision may trigger an earlier review.

Additional Support for Learning: Internal and External Agency Provision

At St George's, we provide a range of additional support for pupils with SEND that complements our strong universal offer of high-quality teaching.

Internal support provision includes:

- **SEND staffing:** Our SEND team includes 2 Assistant SENDCOs, Academic Mentors, and a number of Teaching Assistants. The number of Teaching Assistants flexes in line with our cohort and funded Education, Health and Care Plans (EHCPs), ensuring that provision is responsive to need.
- **Targeted deployment:** In-class support is allocated on the basis of pupil need, with the majority directed 1:1 or 1:2 towards pupils with EHCPs. Where appropriate, additional support is also offered to pupils experiencing social, emotional, or mental health (SEMH) difficulties.
- **Direct Instruction (DI):** Delivered by the SENDCO during morning meetings for pupils in Years 7 and 8, with a focus on literacy and numeracy catch-up.
- **Bespoke Year 7 provision:** Pupils in Year 7 with higher levels of need are supported in a designated classroom with dedicated SEND support to ensure a smooth transition to

secondary school.

- **Wellbeing and social development:** Lunchtime clubs are available for Years 7 and 8, alongside a lunch and after-school wellbeing group designed to support pupils with social communication needs and to reduce barriers to inclusion.

External agency support:

Where appropriate, we also work in partnership with external agencies such as the Specialist Teacher Service, Educational Psychology, Speech and Language Therapy, CAMHS, and the Mental Health in Schools Team, to ensure pupils receive the right support at the right time

Securing Equipment and Facilities

Most of the equipment and resources required by pupils with SEND are provided through the school's delegated SEND budget and, where appropriate, through top-up funding. Where a pupil with more complex needs or disabilities requires specialist equipment, this is identified through the assessment and review process and, if necessary, additional funding can be requested via the pupil's annual review of their Education, Health and Care (EHC) plan.

Evaluating the Effectiveness of SEND Provision

We are committed to ensuring that all SEND provision at St George's has a measurable and positive impact on pupil outcomes. To do this, we evaluate effectiveness by:

- **Reviewing progress towards outcomes:** Each pupil's progress against agreed outcomes is reviewed termly with them and their parents/carers. Records of these reviews are updated on ProvisionMap so that class teachers, Heads of Department, and support staff have access to the latest information.
- **Measuring the impact of interventions:** Interventions delivered by teaching assistants are monitored and reviewed every half term, ensuring they remain evidence-based, targeted, and effective.
- **Tracking academic progress:** The SENDCO monitors the progress of all pupils on the SEND register, including those with EHC plans, after every whole-school assessment cycle to ensure progress is in line with expectations.
- **Monitoring engagement:** Attendance at, and engagement in, interventions are tracked carefully. Where concerns arise, prompt action is taken in consultation with staff, parents, and pupils.
- **Conducting statutory reviews:** Pupils with EHC plans have an annual review in line with statutory requirements. Parent and pupil advice forms from Lancashire County Council (LCC) are used to ensure their voices are central to the process and that decisions about provision and next steps are made collaboratively.

Enabling Pupils with SEND to Engage in Activities

At St George's, we are committed to ensuring that pupils with SEND are fully included in the life of the school. This includes participation in extracurricular activities, electives, and school visits.

We plan trips and activities with accessibility in mind, considering venues, transport, and support needs to enable participation for all. Where barriers exist, we work with families to make reasonable adjustments to support access. In the rare circumstances where the nature of an activity or unavoidable resource limitations mean full participation cannot be achieved, we work with parents and pupils to explore alternative solutions that still provide enrichment and inclusion.

Our commitment is to ensure pupils with SEND are not treated less favourably and to apply the principles of inclusion set out in the Equality Act 2010.

Admissions Procedures

Admissions to St George's School are managed in line with our published Admissions Policy and the statutory duties placed upon schools under the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**.

- **Mainstream admissions:** Pupils without an Education, Health and Care Plan (EHCP) are admitted through the Local Authority's coordinated admissions process, in line with the school's Admissions Policy.
- **Pupils with an EHCP:**

Where a child has an EHCP, the Local Authority must formally consult with St George's before naming the school in Section I of the plan, as set out in **Section 39 of the Children and Families Act 2014**. The Local Authority can only name St George's unless one of the following applies:

 - a) The school is unsuitable for the age, ability, aptitude or special educational needs of the child;
 - b) The child's attendance would be incompatible with the provision of efficient education for others; or
 - c) The placement would be an inefficient use of resources.
- **Our response to consultations:**

When consulted, St George's carefully reviews the EHCP (particularly Section F) and all supporting reports. We will confirm whether the school can reasonably meet the child's needs, setting out:

 - the provision required;

- whether this can be delivered within our core and delegated resources;
- and, if not, the additional funding or support required.

This ensures transparency and compliance with **Section 39(4)(b)(ii) CAFA 2014**, which requires schools to explain why needs cannot be met.

- **Parental involvement:**

Parents and carers are invited to contribute their views during the consultation process. We also encourage attendance at the Year 6 Annual Review meeting, where possible, so the SENDCO and relevant staff can discuss provision and transition planning.

- **Working with the Local Authority:**

Where St George's can meet need, we work in partnership with the Local Authority and families to ensure appropriate support is in place before transition. Where additional funding or specialist provision is required, we provide evidence to the Local Authority to enable them to fulfil their statutory duty.

- **Fair access:**

St George's is committed to equality and inclusion. Pupils with SEND, including those with an EHCP, are not treated less favourably in the admissions process. All reasonable adjustments are made to ensure access in line with the **Equality Act 2010**.

Accessibility

The school's Accessibility Policy (available on request or via the school website) outlines the adaptations made for disabled pupils. St George's is committed to ensuring that the physical environment enables all pupils, including those with disabilities, to access the full range of education, interventions, and extracurricular activities available.

Support for Improving Emotional and Social Development

St George's provides a wide range of support for pupils to develop their emotional and social skills. This includes:

- Encouraging pupils with SEND to take part in all extracurricular activities, both within and outside of school hours.
- Providing targeted support such as the *Emotional Literacy* programme, delivered by trained staff to help pupils develop resilience, communication skills, and self-regulation.

- Offering pastoral and well-being support for pupils experiencing difficulties with friendships, transition, or mental health.
- Maintaining a zero-tolerance approach to child-on-child abuse, in line with our Safeguarding Policy (available on request or via the website).

Complaints About SEND Provision

We aim to work closely with pupils and families to resolve concerns quickly and constructively.

- Complaints about SEND provision should be raised initially with the Assistant Headteacher for SEND & Inclusion (Mr Kerr) or the Headteacher (Mr Warnock).
- If a resolution is not reached, the concern will then be addressed through the school's Complaints Policy (available on request or via the website).

Families can also seek impartial advice and support from the Blackpool Information, Advice and Support (IAS) Service:

Disability Discrimination Rights

Parents of pupils with disabilities have the right to make a disability discrimination claim to the First-tier SEND Tribunal if they believe that St George's or the Local Authority has discriminated against their child. Claims can be made in relation to:

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

The SEND Tribunal can be contacted via:

Phone: 01325 289350

Email: SEND@justice.gov.uk

Contact Details for Raising Concerns

Any SEND concerns about a pupil at St George's can be raised with:

- **Ms Rebecca Stirzaker (SENDCO)**
Phone: 01253 316725
Email: rebecca.stirzaker@cidari.co.uk
- **Mr John Kerr (Assistant Headteacher, SEND & Inclusion)**
Email: John.kerr@cidari.co.uk
- **School Office Triage**
Email: STGenquiries@cidari.co.uk

The Local Authority Local Offer

Details of the **Blackpool SEND Local Offer** can be found here:

[Blackpool Local Offer](#)

Monitoring Arrangements

This SEND Policy and Information Report will be reviewed annually by Mr J. Kerr (Assistant Headteacher, SEND & Inclusion) and approved by the Governing Body. Updates will be made throughout the year if significant changes occur.

The Governing Body also receives an annual SEND report, providing an opportunity for scrutiny, reflection, and critical challenge.

Links with Other Policies and Documents

This policy links directly to the following:

- Accessibility Policy
- Equal Opportunities Policy
- Admissions Policy
- Behaviour Policy
- Complaints Policy
- SEND and Disability Local Offer

Closing Statement

In embodying the Christian values that underpin every aspect of life at St George's, our SEND Policy and Information Report is more than a statutory requirement; it is a living expression of our commitment to dignity, hope, community, wisdom, humility, and kindness for every student.

We recognise and celebrate the diversity of needs and potential within our learning community, ensuring that every child, especially those with SEND, has the opportunity to flourish.

Our approach is dynamic and collaborative, evolving with emerging needs, advances in educational practice, and changes in legislation. It is shaped by the voices of students, parents, staff, and our wider community, ensuring it remains relevant and impactful.

We are committed to fostering an environment of mutual respect, celebration of achievement, and proactive support. With the dedication of our staff, the partnership of parents, and the grace of God, St George's will remain a beacon of inclusive excellence, where every pupil is empowered to achieve their fullest potential.

For further information or to engage in ongoing dialogue about enhancing SEND provision, please contact our dedicated SEND team. We welcome and value the insights of every member of the St George's community.