

St. Georges Church School

"All things are possible for one who believes" (Mark 9:23)



SEN Report 2025-2026

Written by Sarah Starr SENDCO

Intent

It is our aim at St Georges Church School and Nursery that all children, regardless of background, ethnicity or level of need, are supported to flourish.

It is our intention that children with special educational needs and/or disabilities (SEND) are supported to achieve their potential through access to inclusive quality first teaching and appropriately scaffolded learning.

Our long-term goal is to help equip our children with the knowledge and skills they need to live fulfilling and independent lives, achieving the goals and aspirations that our children set for themselves, with the support of all those around them. We want SEND to be celebrated, included and children to know what they need with independence to support their learning.

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified early
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress
- To enable pupils with SEND to achieve their potential
- To ensure pupils are prepared for adulthood
- To ensure SEND pupils are equipped for life in the wider community
- To ensure parents/carers co-produce our support plans so that they are fully engaged in decision-making, assessing progress and determining goals
- To gain the views of the child and enable them to have a voice
- To take into account the views, wishes and feelings of pupils/parents/carers
- To provide advice and support for all staff working with pupils with SEND
- To identify and refer pupils to the appropriate services where a need has been identified or specialist support is required
- To implement the advice of experts and professionals involved from outside of the school
- To identify and direct parents to the best providers of support
- To support key transition points to allow them to be as smooth as possible

SEN Provision at St Georges

Adaptations to curriculum and learning environment.

- Where a child is needing something, additional like having more adult support, needing a scaffolded task or adapted provision to learning, teachers will make changes to support them. This would usually begin to support identifying SEND and next steps.

Universal Provision – Inclusion in all Classrooms at St Georges

Cognition and learning	Communication and Interaction
Coloured backgrounds/overlays/paper	Horizontal visual timetables
Word mats	Hand signs/makaton prompts
Working walls	Table prompts
Sound mats	Whiteboard checklist
Talking tins	Independent Workstation
Table prompts	Social story prompts
Manipulatives	“Name, when, then”
Ipads/chromebooks	Seating Plan
Immersive reader	Zones of Regulation
Scaffolded tasks	Organised desks
Social, Emotional and Mental Health	Sensory and/or Physical
Movement break	Pencil grips
Walk and talk	Wobble stools/cushions
Concentration station	Fidgets
Workstation	Chewables
Zones of Regulation	Standing desks
Regulation spaces	Ear defenders
Seating plan	Writing slopes
Calm spaces	Decluttered and calm spaces

Identifying children with SEND and assessing their needs

Identification of needs is essential so when children are first admitted to the school, St Georges will contact the child’s previous education setting to get any information that will help us to better support the children. Early identification is very important and concerns from teachers, support staff and parents/carers are followed up as soon as they can be from being raised. If a teacher has a concern about a child and has put provision in place from our universal provision above and yet there is further need, the child will be discussed with the SENDCO. Should a parent wish to discuss the needs for their child with the SENDCO then they can email: sarah.starr@stgeorges.bwmat.org for further advice and guidance. At this stage, a child may be added to the school’s Record of Need.

Record of Need and Coproduction: Assess, Plan, Do, Review with parents and children

Parents/carers, children and staff will be included in discussions about how we are meeting the child's needs and how the strategies will support them. There will be a clear provision of need communicated with parents and individuals with SEND will go through the stages in our Record of Need where necessary. Meetings are held 3 times a year for the Record of Need to be updated with the teachers.

One Page Profiles

Where a child is receiving in-class provision to meet a Special Educational Need or Disability, the first stage of the process is to document this support and ensure all adults working with the child have an understanding of how to meet their needs. A meeting will be held with the parents/carers (and child if possible) to work together on building a clear overview on how to best support their needs. This will also allow the sharing of information.

Targeted Support (Assess, Plan, Do, Review)

Following the successful implementation of a One Page Profile, children on the Record of Need will be given 1 – 3 targets relating to their areas of need. This will be reviewed 3 times a year in meetings with parents. These will take place at SEND events or at a more suitable time for the family by prior arrangement with the teachers. If a child has had multiple areas of need and long-term targeted approaches that are still not showing improvements over time (12- 18 months), then we may apply for external agencies to offer support including: Speech and Language Therapy, Theraplay, Educational Psychology, MHST and may apply for an EHCP (information below).

Educational Health Care Plans

An Education, Health and Care ("EHC") needs assessment is an assessment of a child or young person's education, health and care needs. It is the first step to getting an Education, Health and Care plan ("EHC plan"). An EHC plan can result in additional support and funding for a child or young person with special educational needs ("SEN"). Each Local Authority website sets out clearly how a request can be made. A request for an EHCP may be made by the school or by parents and carers. At St Georges, parents and carers are encouraged to work in partnership with the school and other professionals if they feel their child may need an EHCP. This process will be undertaken together with the SENDCo, Class Teacher, Parents/Carers and the child (where possible).

Transitions

Our EYFS team visits feeder settings regularly to liaise with staff and meet the children both for Nursery and Reception. Where visits are not possible, the teacher will speak to key workers at the relevant pre-school, childminders or parents/carers. They will also make home visits in the before the start of the school year. The SENDCO will oversee the provision in Nursery and support the liaison with settings, parents/carers and other stakeholders to make additional provision for children with SEND. Parents/carers are invited to share any records and reports, concerning the child's needs with the school. Children and their parents/carers will have had several opportunities to visit us before they start.

When children are going through the transition from class to class in St Georges, the teachers have access to all SEND paperwork and historical files logged. Structured transition discussions between

teachers and Teaching Partners. Adults from each year group will have time to get to know their children in their new class during transition days including spending time with the pupils with SEND.

When children are transferring to secondary school, liaison meetings are held with the schools' SENDCO and Year Group tutors to exchange relevant information. These professionals are also invited to Year 5/6 children's Annual Reviews when holding an EHCP, so that they are aware of the provision that the child will need in their new setting. This meeting is also an opportunity for parents to meet the staff who they will now be working with, and any concerns can be addressed.

Expertise and training for young people with SEND.

We are outward facing, and research led and through SEND Hubs and Network events and SEND Leadership training we ensure that there is a comprehensive range of opportunities for staff to develop and progress their skills and knowledge around SEND.

If there is a requirement for expertise to be improved in an area of need across the school or for particular members of staff, the SENDCO will arrange for this training to take place and evaluate the impact.

This year, we are privileged to be engaging in the PINS project to add to our training and support for Neurodiversity.

Enabling activities

We make our curriculum accessible to all by:

- setting suitable, ambitious yet achievable learning activities,
- ensuring we cater to all learning types through creative activities and a broad range of experiences, including through accessible opportunities for children with SEND to be involved in extracurricular experiences.
- responding to individual's diverse needs to ensure they are ready to access the learning.
- identifying potential barriers to learning through assessment, careful and considered planning, provision of resources and availability of additional support,
- taking account of the diversity of language, culture, experiences and abilities within the school to enhance teaching and learning.

We celebrate difference and individuality in our children and know that each child comes with their own way of learning at every level of need, outlined in the Code of Practice as the 'four broad areas of need'. Through Quality First Teaching, teachers use both summative and formative assessments to inform the next stage of learning, ensuring our children are challenged and engaged at all levels.

We aim to support children in a small group or individually dependent on activity and need. This will be sometimes in the classroom or in a quiet space, depending on which would maximise the learning at the time.

Emotional and social development, pastoral, Mental Health and preventing bullying.

Emotional support interventions and Zones of Regulation– as part of our SEND provision at St Georges, we meet our children’s SEMH needs through Teaching Partners supporting wellbeing, social skills, and restorative practises with children across the school. This includes planned nurture interventions, 1:1 work in class and small group work.

Mental Health Support – We have an Educational Mental Health practitioner in school, Mia Pang, who provides support to our children on a referral process through the SENDCO. Families will be informed and asked for consent should we wish to refer a child to the EMHCP.



External Agency support, health, social care and voluntary support.

Some children may be supported by other professionals including Health Services, educational psychology, occupational therapy and SALT in these cases, parents/carers and our children will be informed, and their views and visions will be considered. In some cases, professionals will make direct contact with parents/carers, in this instance it is then their responsibility to inform the parents of a visit and the parents/carers responsibility to inform the school.

Arrangements for complaints about SEND

Please get in touch with the SENDCO on: sarah.starr@stgeorges.bwmat.org or follow the Bath and Wells Multi Academy Trust complaints procedure.

Here is a link to North Somerset’s local offer:

[SEND Hub \(Local Offer\) | North Somerset Council](#)