



# ST GEORGE'S ACADEMY

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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### 1. Introduction

This policy relates to the Special Educational Needs and Disabilities Procedure document.

St George's Academy strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive culture
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all students
- Sharing of information from Primary School for transition, including external agencies and with Parents/ Carers

At St George's Academy we have adopted a whole school approach to SEND policy and practice. Students identified as having Special Educational Needs and/or Disabilities (SEND) are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the Academy. Recognising the issues as outlined in the Equality Act 2010, Disability Discrimination Act 2005, Part 3 of the Children and Families Act 2014, and the Special Educational Needs Code of Practice (2014), the admission policy of St George's Academy reflects the desire to include students, wherever possible, irrespective of any disability.

In line with a culture of inclusion every child, regardless of background of circumstances, will be offered the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution to community
- Achieve economic well-being

### 2. Objectives

The objective of our Special Educational Needs and Disabilities (SEND) Policy is to improve the learning and raise the achievements of students with special educational needs.

All students in our Academy study the National Curriculum. Teachers use the National Curriculum programmes of study to teach knowledge, understand and skills, using a variety of methods that are appropriate to the abilities of individual students. For some students it will be necessary to choose work from earlier key stages, so they are able to progress and demonstrate attainment.

Our Academy seeks to develop an inclusive curriculum and thereby reduce the need for aspects of the National Curriculum to be dis-applied for a student, by applying the following three principles, as set out in the 2014 DfE National Curriculum for England document:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students



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We regard every student as having individual needs. Each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the Academy community.

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision or reasonable adjustment to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4. Roles and responsibilities

The **Lead SENDCo and Campus Based SENDCo's** will:

- Work with the Principal, SEND governor and Senior Vice Principal to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP (Education Health Care Plan)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and Quality First Teaching.
- Advise on the graduated approach (Plan, Do, Assess, Review) to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers (Post 16) of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and GDPR compliant

The **SEND governor** will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCos to determine the strategic development of the SEND policy and provision in the school



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The **Principal** will:

- Work with the SENDCos and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

**Class teachers** are responsible for:

- High quality teaching
- The progress and development of every pupil in their class
- Following the ISP (Individual Support Plan) strategies and guidance for each SEND student.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCos to review each pupil's progress
- Ensuring they follow this SEND policy

## 5. General Provision

Provision for students with Special Educational Needs and Disabilities is a matter for the whole Academy and requires a whole Academy response. All teachers are teachers of students with Special Educational Needs and Disabilities.

We believe there are considerable benefits for all students in catering for Special Educational Needs and Disabilities in the mainstream class. Where in-class support is provided, teachers are better able to focus on the differing levels of ability within the group, through quality first teaching and inclusive methods.

Some students with Special Educational Needs and Disabilities, however, may at times require more specialised teaching which can better be provided within a small group situation away from the main classroom through interventions.

All teachers must know which of the students they teach have an EHCP or are on the SEN register. The SEN register is updated as necessary. The SENDCO will advise staff of all additions. Each student on the SEN register is allocated a named Teaching Assistant, who monitors their progress through in class support and liaison with staff.

To raise student achievement and encourage a sense of commitment to the Academy and their education, our Academy provides:

- A warm, welcoming, positive and supportive atmosphere
- Support for access to the whole Academy environment for all students
- Opportunities across and beyond the curriculum for students to develop the skills of participation within the Academy and within their year group communities. This includes Academy Council and student voice initiatives.
- Robust anti-bullying strategies
- Clear expectations of student academic achievement and behaviour, which are known to everyone
- A commitment to support those students who have difficulty meeting those expectations
- Common strategies and responses across the secondary curriculum
- An inclusive environment for all.
- Regular CPD around SEND.



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Policy Developed by: Claire Crawshaw, Senior Vice Principal.

Date Adopted: October 2025

Reviewing Committee: Teaching and Learning

Frequency of Review: 2 Years

Date last reviewed: October 2025

To be reviewed by: October 2026

Name ..... S. Harvey ..... Signature ..... S. Harvey .....

Committee: student support