



St George's Primary School

At St George's we believe that learning occurs when children are taught with high aspirations through an inspiring and creative curriculum that also builds resilience and an understanding of what makes a good learner.

About Inclusion....

"Treating people equally does **not** mean treating people in the **same** way but treating them **differently** to provide **equal** access

To do otherwise is to discriminate."

Rita Jordan.

This policy was written by the staff of St George's Primary and reviewed in September 2026

CONTENTS

1. Statement of Intent:	3
2. Aims and Objectives:	4
3. Legislation and Guidance:	5
4. Definitions:	6
5. Roles and Responsibilities:	6
6. SEND Information Report:	8
7. A GRADUATED APPROACH TO SEND SUPPORT AT ST GEORGE'S	8
8. English as an Additional Language (EAL) and SEND Pupils	14
9. Safeguarding and SEND	14
10. Training and Resources	14
11. Monitoring and Evaluation	15
12. Links with other policies and documents. This policy links to our policies on:	15
Links	15
Additional Class and Inclusion Rationale	17

1. Statement of Intent:

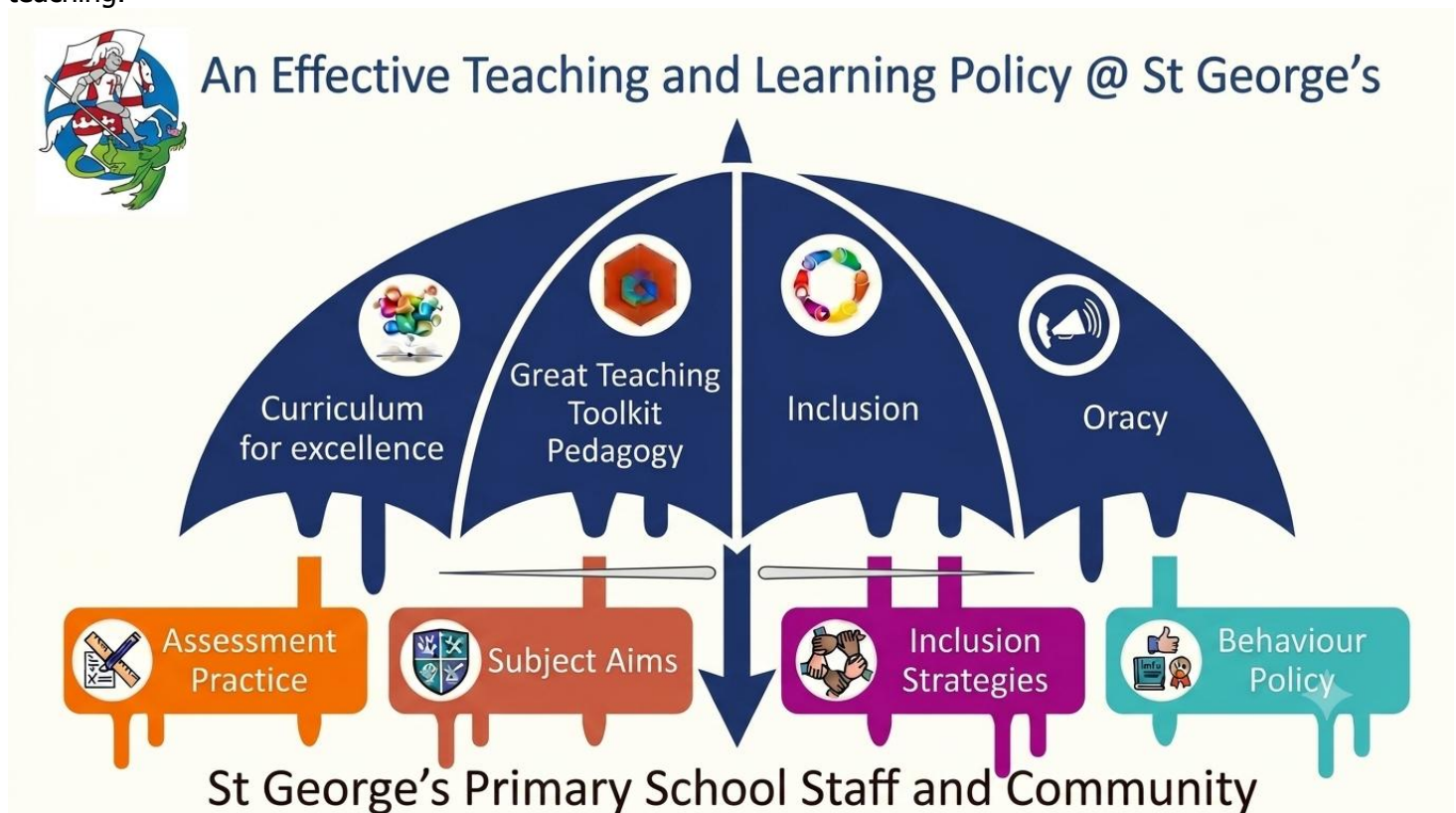
St George's Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with partners and Wirral Local Authority in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Inclusion is at the heart of our provision at St George's. It is one of the 4 pillars of our approach to teaching.



- **We have an inclusion charter and SEND strategy and toolkit to guide staff in their work.**
- **These are reviewed annually to establish the highest aspiration for all our pupils.**

2. Aims and Objectives:

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve and develop well and are fully included in all aspects of school life.

We are guided in work by the best evidence to ensure that we help our children with SEND thrive. This includes:

[Education Endowment Fund \(EEF\) SEND planning toolkit](#) (updated May 2025)

[EEF 5-a-Day principles for regular classroom practice to support children with SEND in classroom.](#)

[‘Inclusion in Practice’ advisory group report](#) (July 2025)

To this end, we aim to:

- Plan for a whole school SEND provision.
- Assess all pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring. This will be managed through Compass assessment and pastoral care reviews.
- Ensure that lessons are stimulating, enjoyable and well adapted to meet the needs of all pupils, including those with SEND.
 - Aim is to support children in the classroom as much as possible. We will make sure that additional support is well targeted, using a blend of in-class support and if required funded withdrawal for intervention.
 - Ensure that we have the expertise and support to promote inclusion and meet children’s needs. We will do this through:
 - Commissioning partners for speech and language, occupational therapy, educational psychology, mental health.
 - Developing effective partnerships with local and national organisations.
 - Upskilling our staff through well-funded professional development and training for inclusion.
 - Ensure that Quality First Teaching drives support so that our provision meets the needs of all learners and appropriate resources are used to support learning. This will take into account individual learning styles and ensuring that the development of pupils’ literacy skills has the highest priority. Our Quality First Teaching protocol is written using 5 key strategic aims recommended by the Education Endowment Fund. [EEF SEND Guidance Report](#)
 - Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.
 - Promote Independence (not dependence) using support staff to help pupils develop independent learning skills and manage their own learning. As a result, we will systemically review the role of TAs to ensure that they are not assigned to specific pupils for long periods of time.
 - Ensure that we fulfil the strategic and legal aims of the national SEND Code of Practice. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Objectives:

Through the application of this policy, we wish to:

- Ensure that our practice is beneficial to children and promotes positive outcomes.
- Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing the Local Offer and complying with locally agreed policies and procedures.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for SEND.



- e) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- f) Work in partnership with parents/carers in supporting their child's education. Ensure that we inform parents when they are making special educational provision for their child.
- g) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- h) To provide appropriately experienced Special Educational Needs Co-ordinator (SENDCO) who will oversee and work with the SEND Inclusion Policy. SENDCO will work closely with:
 - 4 designated Inclusion Champions
 - Senior leaders across the school
- i) To provide support and advice for all staff working with pupils who have SEND.

3. Legislation and Guidance:

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and legislation:

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions.'
- DfE (2026) 'Working Together to Safeguard Children 2026'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2026) 'Keeping children safe in education'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

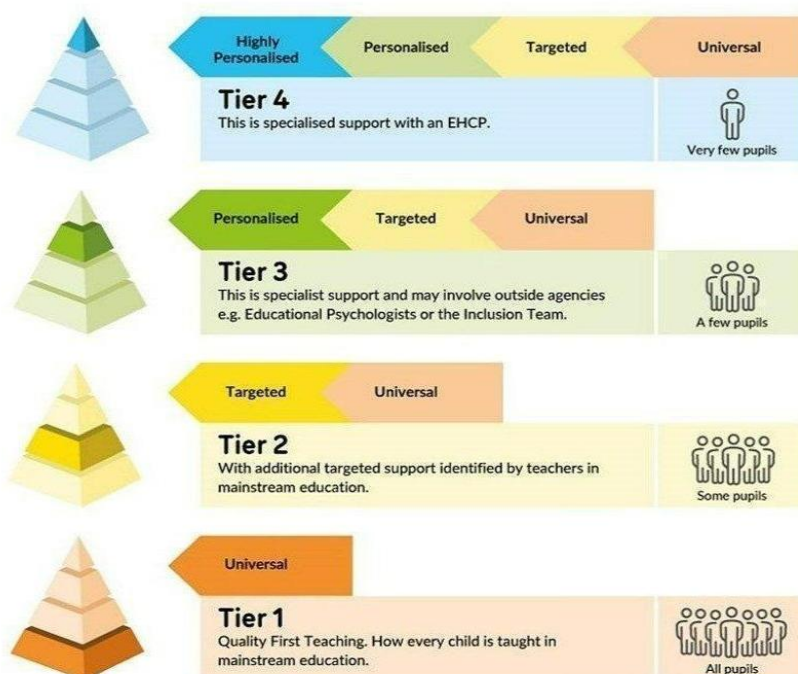
This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive.

St George's Primary school caters for pupils from age 3 – 11. We pride ourselves on being an inclusive environment with every teacher being a teacher of every child, including those with SEND. We treat every child as an individual and all members of staff are committed to providing for the needs of all children.

In compliance with the SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the SEND register under the single category of SEND Support.

Their provision will be identified and progress monitored via an Outcome Support Plan, a Person-Centred Profile and Provision Mapping once they need further adaptations beyond ordinary classroom practice.

Wirral's approach to graduated response is explained in [Wirral SENDLO website](#). We will ensure that we align to this so our families are not confused by different language.



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4. Definitions:

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

A child can have short term or long term SEND needs. We also recognise that a child may have additional and/or special educational needs. Additional needs would be further adjustments outside the SEND Code of Practice.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning for example, dyslexia, dyspraxia.
- Sensory and/or Physical Needs, visual impairments, hearing impairments, processing difficulties, epilepsy
- Social, Mental and Emotional Health, for example, attention deficit hyperactivity disorder (ADHD),

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5. Roles and Responsibilities:

The SENDCO

Our SENDCO is Mrs Sonya Huxley.

SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of this policy and inclusion provision in the school.
- Championing our inclusion charter.
- 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 EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach 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 of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher 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.

From September 2025 our SENDCO will also ensure that she works closely with our nominated inclusion champions in each unit of the school.

Our **Inclusion Champions** will work closely with SENDCO and senior staff to promote consistency of practice. All of our Inclusion Champions either have or are working towards a national SEND qualification.

They are:

EYFS	Mrs Noakes
Key Stage One (Years 1 and 2)	Mrs Wall
Lower Key Stage Two (Years 3 and 4)	Mrs Stewart
Upper Key Stage Two (Years 5 and 6)	Mrs Bennett and Mrs Bowden-Pickstock

For the Academic Year 2026-2027 we have appointed an Inclusion Strategy Lead, Mrs Bowden-Pickstock, who will work with the SLT and SENDCO to design a needs-led and impactful inclusion strategy. Ensuring compliance with SEND reforms and best practice spending of new Inclusive Mainstream Grant.

Governing Body

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

The SEND governor. Our SEND Governor is Julie Marshall

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Champion the school's inclusion aims and charter.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the SLT, headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Ensure high quality support and development for staff so they are trained and resources to support children with SEND needs.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Ensure that inclusion is threaded through the school's teaching and learning policy and curriculum aims.
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain inclusive culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.

- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

SLT (Deputy, Assistant Head Teachers and Team Leaders)

- Work with the SENDCO to determine the allocation of resources to promote high quality support for our pupils with SEND and inclusion needs.
- Be accountable for the provision and progress of learners with SEND and/or a disability.
- Ensure that inclusion is championed through the school's teaching and learning policy and curriculum aims at all times.
- Ensure fidelity to the school's explicit inclusion expectations.
- Promote ambitious expectations for all pupils with SEND.
- Sustain inclusive culture and practices that enable pupils with SEND to access the curriculum and learn effectively.

Class Teachers

Each class teacher is responsible for:

- Ensuring fidelity to the inclusion aims enshrined in our learning and teaching policy.
- Following our inclusion charter.
- Having high aspirations for all pupils and working assiduously to ensure good progress and development of every pupil in their class.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Making adaptations so every pupil with SEND is able to study the full national curriculum.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of SENDCO.
- Keeping the SENDCO and their AHT up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.
- 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 SENDCO and external agencies to review each pupil's progress and development and decide on any changes to provision

6. SEND Information Report:

We will publish this annually for governors and our community.

7. A GRADUATED APPROACH TO SEND SUPPORT AT ST GEORGE'S

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to

identifying and responding to SEND as outlined in the school [SEND Information Report](#) . Information is collated over time using the following Graduated Approach Checklists.

Wirral's approach to graduated response is explained in [Wirral SENDLO website](#). We will ensure that we align to this so our families are not confused by different language.

- [Graduated Approach Cognition and Learning](#)
- [Graduated Approach Sensory/Physical](#)
- [Graduated Approach Communication and Interaction](#)
- [Graduated Approach Social Emotional and Mental Health](#)

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

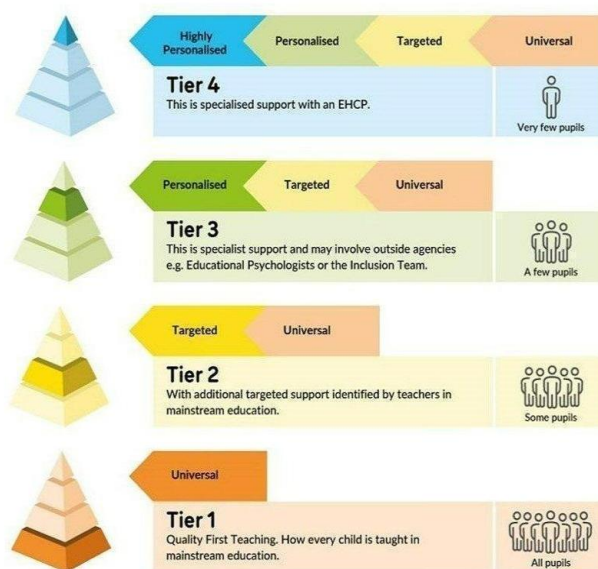
We would expect this support to be in place from an early stage and precede a child being on the SEND register.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have SEND.

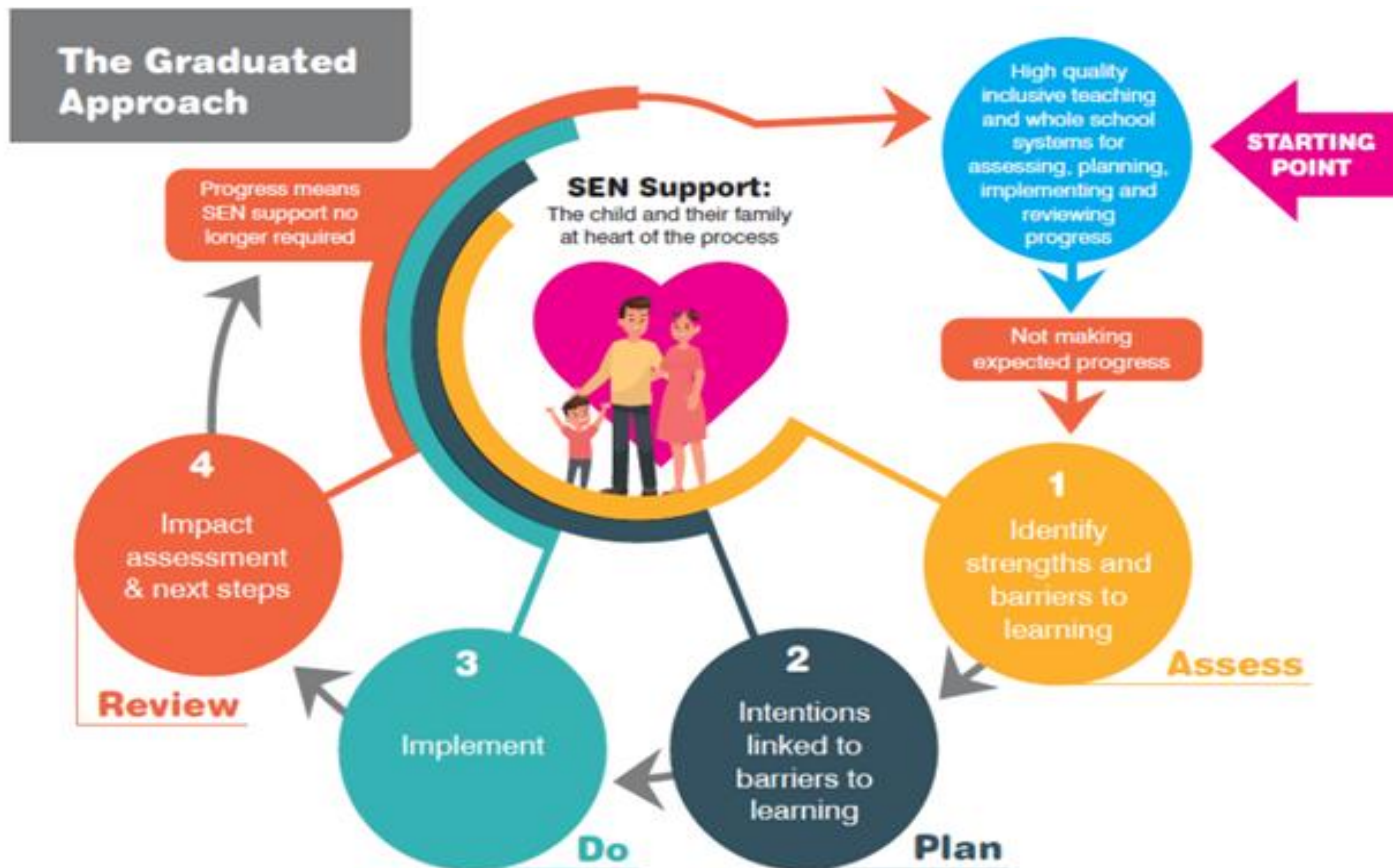
'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo and Senior Leadership Team to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

We use the Assess, Plan, Do and Review Cycle to identify and assess pupils with SEND.

- **Assess** – Pupil progress reviews happen regularly using class teacher feedback, scaled scored assessment and moderation of work. Class teachers and support staff will discuss pupils' progress and needs with senior staff and if required our inclusion champion or SENDCO. If required a SEND plan will be designed using the tiered model of intervention.
- **Plan** - Any children who are not making expected progress or where we have identified barriers to learning will need planned support. That may be class based adaptations or specific intervention.
- **Do** – Class based support programs and/or specific interventions are implemented.



- **Review** – Pupil Progress is assessed termly; the effectiveness of the intervention/support program is reviewed and the cycle repeats.



Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.'

SEND Code of Practice 6.44

At St George's the **Graduated Response** consists of the four levels as follows:

	What this means	Class Teacher Will	Tier 1 Could Include (see graduated response documents EEF Toolkit etc)	Senior Staff and Inclusion Champions Will	Parents and Carers Will
Tier 1	This refers to pupils who may, have fallen behind and require some additional input to catch-up or a child who is experiencing early barriers to learning. A pupil in this category may have one of more of the following indicators: • Be at risk of not meeting their targets • Currently working at a standard just below national expectations and their targets will not bring them above this level. • New entrants to the school whose needs are still being assessed • Currently experiencing barriers to their learning We use intervention –timetables and pupil progress meetings to monitor these children and discuss early intervention and class-based support to enable them to catch-up. Pupils at this level of need DO NOT form part of the school's SEND register and, in line with the SEN Code of Practice, the School ensures that everything is done at the earliest possible stage to avoid the need for SEND Support. However, if after a reasonable period of time (typically 2 terms), an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support.	Identify child's barriers to learning and identify gaps in knowledge. • Class teacher and support staff will identify specific learning targets and plan specific support and intervention to ensure your child is learning well or that their barriers to learning are addressed. • Ensure that we use the 5 a day tools to provide high quality support and adaptive teaching. • Ensure that the planned support has specific outcomes and aims with the intention of ensuring that the child makes good progress. • Share planned support with parents and carers at parents' evening, via Compass communication e-mails or at a separate meeting. • Record this on the child's educational record as a pinned Pastoral note on Compass to share with other staff. • Assess impact of any planned support and share that with parents and carers. • Complete any indicative screening/baseline assessments and re-assessment for a child's primary needs such as Boxall Profile, SDQ, ADHD pre-diagnostic checklist. • Ensure that they have completed the graduated response tier 1 processes, evidenced through completion of the appropriate Graduated Approach Checklist, before progressing to Tier 2. This will be saved in the child's file in the SEND Class Files on the SEND drive. • Ensure that the Graduated Approach has been completed and reviewed for a reasonable period of time, 2 terms.	1. Your child having focused support from a named adult in class for their learning need. Could be in small groups in timetabled lessons. 2. Class based, planned adaptations such as • Sensory breaks. • Daily check ins/debriefs with a nominated adult. • Adaptive equipment for physical needs. • Motor skills sessions. • Access to assistive technology and software to help them in aspects of their learning. • Providing children with programs to assist in recall and fluency for spelling, mathematics etc. At St George's we use a range of software including Lexia, Maths Whizz, Read, Write Inc etc. • Use of visual prompts including timetables and dual coding tools. • Providing chunked instructions to reduce processing and cognitive load. • Adapting texts for a high challenge low threat model of reading so children can access the curriculum. • Pre teaching topics to aid recall and vocabulary.	• Support staff to ensure that the planned support or intervention is a high quality and well delivered. • Provide advice and guidance or tier 1 adaptations or specific interventions. • Arrange training if required for staff to feel equipped to deliver planned support. • Support staff to assess impact of any support. • Monitor the delivery and implementation of any planned support or intervention to ensure that it is well designed and delivered. • Assist staff with external agency advice if required. • Assist staff with parent/carer communication if required. • Support families with inclusion drops ins and signposting. • Welcome input from parents/carers. • Show support and sensitivity to parents and carers. • Be a point of contact if queries or concerns cannot be managed by the class teacher. • Be proactive and manage crucial conversations in an honest and 'can do' approach. • If after a period of time (at least a term), the child does not make good progress, consideration will be given as to whether they need Tier 2 SEND support. This will be triaged by the Senior Staff Member, Class teacher and Inclusion Champion.	• Be valued and listened to in relation to their child's needs. • Treated with respect and honesty. • Be informed of specific Tier 1 support and intervention. • Ensure they are registered on Compass so they can get automated access to their child's SEND plans records and communication. • Communicate openly and constructively with staff so there is a shared view on how we can best support your child. • Engage constructively in the design and assessment of intended any SEND support and the intended outcomes. • Support evaluations of any impact of delivered support or intervention on your child's progress. • Have opportunity to access support in family sessions, inclusion drop in sessions, online or other sources of support and information.

	What this means	Class Teacher Will	Tier 2 Could Include (see graduated response documents and EEF Toolkit etc)	Senior Staff and Inclusion Champions Will	Parents and Carers Will
Tier 2 SEND support	Pupils supported at tier 2 are placed on the SEND Register at this level after assessment and consultation between the SENDCO and class teacher. They will have established that the child has a significant learning difficulty, operating significantly below age related expectations, there is evidence of a widening gap in attainment and need provision that is additional and different (beyond Tier 1 support) At this point, parents/carers will be informed of the decision and the school will continue to work in partnership and co-design of their child's SEND plans with them. At this stage a Person Centred Plan (PCP) will be created. SEND plans PCPs will be designed by listening to parent/carer views and those of the pupil. Staff will ensure that they involve parents and pupils in planning in planning and decision making. This will take the form of a termly 'Assess - Plan-Do -Review Cycle.'	• Ensure that they have completed the graduated response tier 1 processes, evidenced through completion of the appropriate Graduated Approach Checklist, before progressing to Tier 2 support. This will be an expectation for all children, unless the child's barriers to learning are significant and cannot be met with tier 1 support. • Make an Additional Support Referral to SEND and Inclusion team team for their agreement to move your child to Tier 2 needs detailing: 1. Child's needs under SEND Code of Practice. 2. Support already offered. 3. Impact of that support. 4. Barriers to learning that are evident and suggest that Tier 2 support will be needed. • Ensure that the child has a Personal Centered Profile (PCP) to be shared with all staff and their parents identifying: 1. Child's barriers to learning and record their primary need (s) this under the 4 areas of need in the SEND Code of Practice. 2. Child's Strengths 3. Areas that the child need support with • Class teacher and support staff will plan specific support and intervention in relation to child's PCP to ensure your child is learning well or that their barriers to learning are addressed. • Ensure that the planned support has specific outcomes and aims with the intention of ensuring that the child makes good progress.	• Early years Speech and language programme for Reception (Language Link) • Targeted Intervention for specific areas of learning • Language skills interventions for pupils • Social speaking intervention groups. • Specialist teaching support for audio or visual needs. • Occupational therapy programs. • Individual timetables for part of the working day. • Individual laptop with assistive technology for use across the curriculum. • Daily check ins/debriefs with a nominated adult. • Multi sensory learning plans and support. For example in mathematics for dyscalculia. • Physical support in specific lessons such as PE or computing. • Additional scheduled sensory support and/or self regulation programmes.	• Support staff to ensure that the planned support or intervention is a high quality and well delivered. • Provide advice and guidance on tier 2 adaptations or specific interventions. • Quality assure the content and aims of all PCPs. • Ensure that children are supported to accesses any necessary external support or advice. Could include specialist school outreach, ASC team etc. • In relation to the above they may be placed on a specific paediatric pathway either via the NHS or 'right to choose', speech and language assessment etc. • Arrange training if required for staff to feel equipped to deliver planned support. • Help co-ordinate any external agency support or advice. • Support staff to assess impact of any planned support. • Assist staff with external agency advice if required. • Assist staff with parent/carer communication if required. • Ensure that we facilitate carer views into their child's PCP. • Communicate effectively, promptly and respectfully with parents and carers. • Ensure that transitions are well planned and communicated for children with PCPs.	• Be value and listened to in relation to their child's needs. • Treated with respect and honestly. • Facilitated as co-designers of their child's PCP. • Be informed of their child's PCP specific support and intervention. • Ensure they are registered on Compass so they can get automated access to their child's SEND plans. • Have opportunity to access support in family sessions online or other sources of support and information. • Engage constructively in the design and assessment of intended any PCP driven SEND support and the intended outcomes • Support evaluations of any impact of delivered support or intervention on your child's progress. • Have opportunity to access support in family sessions online or other sources of support and information. • Engage constructively in the design and regular review of your child's PCP, planned SEND support and the intended outcomes

	What this means	Class Teacher Will	Tier 3 Could Include (see graduated response documents for further details).	Senior Staff and Inclusion Champions Will	Parents and Carers Will
Tier 3 SEND support	- Pupils supported at Tier 3 have persistent and enduring difficulties that impacts on their ability to access the curriculum. - They make less than expected progress despite the appropriate and well planned support and interventions put in place. - Their progress may show - They are working at a level significantly below age related expectations - The attainment gap is widening with their peers. - They have significant barriers to learning that require Tier 3 support. - Pupils supported at tier 3 are placed here after consultation with SENDCO, and where relevant external agencies such as Educational Psychologist or other specialist support (health, inclusion team etc). - Children at Tier 3 will either have detailed individual SEND plans. These are called Outcome Support Plans (OSPs). These will have resources provided to help us achieve the ambition of those plans. - PCPS will be maintained to ensure that the child's strengths, needs and wishes are at the heart of all planning. OSPs will enable children to access the curriculum and be included. - Their provision will be subject to the 'Assess – Plan - Do - Review Cycle.'	- Work with SLT and Inclusion champions to ensure that we have a detailed assessment of your child's needs. - This assessment will allow class teacher to ensure a detailed outcome support plan for your child (OSP). - This will detail the Assess, Plan, DO and Review cycle to support your child. - Ensure additional time is provided is to share this with parents and cares and seek their views. - Ensure that we engage well with the view of the child at the heart of the OSP and pCP.. - Ensure that we account for views and advice given from external agencies to ensure that we support your child to thrive well. - Ensure that the outcome support plan for your child (OSP) is shared with all colleagues teaching/supporting your child.	- ELSA support. - Mental Health Strategy Team Support. - De-escalation and safety plan. - Individual timetables specifying intended support and intended impact. - Create a personalised curriculum tailored to the young person's needs (this may require consultation with all professionals involved with the young person) - Small class teaching model. - Allocated tier 3 additional adult support with SMART targets for this support. - Specialist physical aids for example braille support, mobility aids. - Social time support with additional adult time allocated to ensure accessibility and inclusion. - Pre and post tutoring sessions on key subjects (where appropriate) 1:1 interventions on specific language targets as directed by the SALT. - Individual risk assessments and PEEP plans.	- Support staff to ensure that the planned outcome support plan (OSP) is high quality and well delivered. - Provide advice and guidance or tier 3 adaptations or specific interventions. - Ensure that your child has accessed necessary external support or advice. Could include specialist school outreach, ASC team, paediatricians, speech and language etc. Might consider via the NHS or 'right to choose', speech and language assessment etc. - When appropriate ensure input from external agencies including CAMHs, speech and language, paediatrics etc. - Ensured that provision is well planned and costed using a provision map. - Arrange training if required for staff to feel equipped to deliver planned support. - Support staff to assess impact of any planned support. - Seek parent carer views into their child's PCP. - Communicate effectively, promptly and respectfully with parents and carers. - Ensure that all children in Tier 3 have enhanced transition support. These will be well planned, involve parents and carers and be well communicated.	- Be informed of child's PCP specific support and intervention. - Ensure they are registered on Compass so they can get automated access to their child's SEND plans. - Have opportunity to access support in family sessions online or other sources of support and information. - Engage with any multi agency input and review of your child's SEND needs and support. - Engage constructively in the design and assessment of your child's PCP and OSP SEND support and the intended outcomes - Support evaluations of any impact of delivered support or intervention on your child's progress. - Have opportunity to access support in family sessions online or other sources of support and information. - Engage constructively in the design and assessment of your child's PCP, planned SEND support and the intended outcomes

	What this means	Class Teacher Will	Tier 4 Could Include (see graduated response documents for further details).	Senior Staff and Inclusion Champions Will	Parents and Carers Will
Tier 4 Support	- Pupils who need more specialist provision and whose needs cannot be wholly met through the resources available at SEND Support level may be the subject of Statutory Assessment in the form of an application for an EHCP or other tier 3 funding. This is completed by the SENDCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. - Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. - The LA will then consider the application and decide if an Education Health Care Needs Assessment is appropriate. (EHCPs replace Statements of Educational Need.) - There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved are invited to attend. - In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle with a SEND plan with short term targets similar to an OSP.	- Ensure fidelity to the agreed aims of a child's EHCP or Tier 3 funded SEND plan. - Support all assessments and reviews of your child's needs so their EHCP and subsequent SEND plan is well informed and diagnostic. - Use EHCP (if granted) to write termly SEND plans and targets using the Plan-Do-Review Cycle. - Ensure that we engage well with the view of the child at the heart of the EHCP. - Ensure that we account for views and advice given from external agencies to ensure that we support your child to thrive well. - Ensure additional time is provided is to share this with parents and carers and seek their views. - Ensure that the EHCP and personalised termly SEND plan for your child is shared with all colleagues teaching/supporting your child.	Detailed SEND plans in addition to OSP detailing expected support with a costed provision plan. Could include: - Specific times and hours of adult support. - Create a personalised curriculum tailored to the young person's needs (this may require consultation with all professionals involved with the young person). - Personalised tuition and support plan (including use of blended learning). - Access to par time alternative curriculum or relevant AP setting to assist their key area of need.. - Small class teaching model. - Allocated tier 3 additional adult support with SMART targets for this support. - Specialist physical aids for example braille support, mobility aids. - Social time support with additional adult time allocated to ensure accessibility and inclusion. - Personalized use of assistive technology. - Specialist provision to support a child's medical or disability needs.	Meet all the requirements of Tier 3 but in addition: - Work with the Local Authority EHCP co-ordinators to ensure that your child's EHCP assessment is completed in agreed timeframes. - Work with the Local Authority EHCP co-ordinators and any other staff to ensure that your child's EHCP and SEND plans detail their areas of need and intended outcomes. - Work with the Local Authority EHCP co-ordinators and any other staff to ensure that your child's EHCP and SEND plans are reviewed annually. - Ensure that your child's views contribute to their SEND plans and the annual review of their EHCP (or other Tier 3 funding plan). - Ensure that your child's parent/carer views contribute to their child's SEND plans and the annual review of their EHCP (or other Tier 3 funding plan).	- e informed of child's PCP specific support and intervention. - Ensure they are registered on Compass so they can get automated access to their child's SEND plans. - Have opportunity to access support in family sessions online or other sources of support and information. - Engage with any multi agency input and review of your child's SEND needs and support. - Engage constructively in the design and assessment of your child's PCP and OSP SEND support and the intended outcomes - Support evaluations of any impact of delivered support or intervention on your child's progress. - Have opportunity to access support in family sessions online or other sources of support and information. - Engage constructively in the design and assessment of your child's PCP, planned SEND support and the intended outcomes

Involving Specialists

- If a child continues to make little or no progress over a sustained period or where they continue to work at levels **substantially** below age expected despite SEND Support, the school will involve the SENDCO fully in this and possibly contact specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Criteria for exiting the SEND register.

The SENDCO has responsibility for the removal of a pupil from support on the Register of Need at St George's. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

8. English as an Additional Language (EAL) and SEND Pupils

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

9. Safeguarding and SEND

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g., from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

10. Training and Resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENDCo undertakes annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

11. Monitoring and Evaluation

- The quality of provision offered to all pupils with SEND is continuously monitored through ongoing termly and annual reviews. Senior staff and SENDCO lead on this.
- Governors receive reports on these evaluations.
- This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

•

12. Links with other policies and documents. This policy links to our policies on:

- SEND Information Report
- SEND Parent Friendly Policy
- Accessibility Plan
- Teaching and Learning Policy
- Behaviour Policy
- Supporting Pupils with medical conditions

Links

Guidance Documents

- [EEF SEND Guidance Report](#)
- [Implement EEF 5-A-Day @ ST George's](#)
- [Wallsall SEND QFT toolkit](#)
- [St George's Inclusion Charter](#)
- [West Sussex Inclusion Guidance \(1\).pdf](#)
- [Nasen Teacher Handbook](#)
- [Intervention Monitoring Form](#)
- [Managing SEND Communication](#)
- [SEND Information Report](#)

Graduated Approach Communication and Interaction	The term often associated with Communication and Interaction is Speech, Language & Communication Needs (SLCN). There's a large variety of issues linked to SLCN, which are; • Issues producing sound • Issues understanding language • Issues using language • Issues using and understanding non-verbal communication • Pupils with Asperger's syndrome and Autistic Spectrum Disorder (ASD) can also fall into this category.	• Speech Sounds Screener • Pre-diagnostic pathway checklist • Initial Concerns Form
Graduated Approach Cognition and Learning	There's a range of difficulties children face in this including moderate and specific learning difficulties. Could include: • Dyslexia – difficulty in learning to read or interpret words, letters, and other symbols • Dyscalculia – severe difficulty in making math calculations, result of brain disorder • Dyspraxia – condition affecting physical coordination (may also need sensory and physical support) • Dysgraphia – neurological disorder that appears when children are learning to write • Moderate Learning Difficulty (MLD) • Severe Learning Difficulty (SLD) • Autism Spectrum Disorder (ASD). May also be classified under communication and interaction needs.	• Dyslexia Friendly Classroom Strategies • Dyslexia Friendly Adaptations • Strategies to Support Processing Difficulties • Ready Set Remember - Activities to support memory • Analysis of Writing • Characteristics of Dyslexia Checklist • SWST - all ages • Trafford Cognition and Learning - Interventions • Trafford Cognition and Learning Resources
Graduated Approach Sensory/Physical	Students who have sensory or physical needs may have a: • Physical disability • Vision impairment • Hearing impairment • Multi-sensory impairment • Dyspraxia	• Trafford Graduated Approach: Visual Impairment • Department of Health guidance on care and support for Deaf and blind children and adults • Trafford Graduated Approach: Hearing Impairment • Trafford Graduated Approach: Physical, Medical Needs and Personal Care • Trafford's Graduated Approach to Assistive Technology • NHS Dyspraxia Developmental co-ordination disorder (dyspraxia) in children guidance
Graduated Approach Social Emotional and Mental Health	This area of SEND focuses on the feelings of SEND students, for example if the student is; • Withdrawn or isolating themselves • Hyperactive or lack of concentration • Immature in social situations Certain disorders can be recognised under this area, such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Obsessive Compulsive Disorder (OCD), anxiety or attachment disorder.	• EBSA Tiered Approach • Pre-Diagnostic Pathway Checklist

● Additional Class and Inclusion Rationale

Document below explains our rationale and expectations for an additional (5th class) teaching group. Additional class is a mainstream class. Not a base or specialist provision. We anticipated that about 60-70% of KS2 pupils in additional class would be on the SEND register.

It is part of our inclusion work and with the additional resources available, we aim to 'raise the bar' in that provision for inclusion.

We had to make decisions on how to effectively use our improving resource position (budget, staffing etc) to impact on our children.

We had previously set up additional teaching groups for core subjects and these had had an impact on children's attainment and self-regulation.

Without that additional support some of our pupils had not thrived as well in non-core subjects. Children were also missing out on aspects of the wider curriculum to receive intervention and support. Our children's personal development also appeared to thrive in response to small group teaching.

It could not be base provision, narrow curriculum offer. We had to ensure that the 'bar' was high for our curriculum and quality of teaching.

Children should move out of the class. Must not be a fixed group.

Process was implemented through:

SLT and SENDCO agreed on a sustainable model to promote additional teaching and ensure that children had full support across the curriculum.

Ensuring that space was created. Years 3 and 4 would temporarily be in open plan classrooms and move to a new refurbished base from Sept 2022. That was delayed due to contractor issues and will now be complete for September 2023. Years 5 and 6 had dedicated classroom space.

Collaborative planning commissioned with Beth Sheldrake Educational Psychologist for structure and purpose of the classes.

Detailed training and supervision for class teachers involved.

Key Principles:

This must be about inclusive practice and an ambitious curriculum.

Children must access their age-appropriate curriculum.

Must promote our core pedagogy:

- Feedback must be regular and, in the lesson, (+ 6 months)
- Meta Cognition and Self-Regulation (+7 months)
- Oracy and oral language support (+7 months)
- Exposure to reading to master fluency and develop effective reading comprehension. They must be able to apply this across the curriculum (+6 months)
- Must be an emphasis on social and emotional learning (+5 months)
- Effectively trained teaching assistants

EEF research on small classes shows a small impact on its own (+2 months). Recommends between 10-15 pupils to be effective.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size>

Must provide additional support and best practice for research. For example, with the use of assistive technology in school and at home and mastering vocabulary and oracy strategies.

Impact is clear through:

- Progress and attainment across the curriculum
- Improved attendance
- Percentage of children remaining in mainstream
- Reduction on all negative behaviour indices, especially exclusions and use of alternative provision.
- Impact on new starters and vulnerable children arriving from other settings. We have had children who have arrived not accessing the curriculum and thrived.



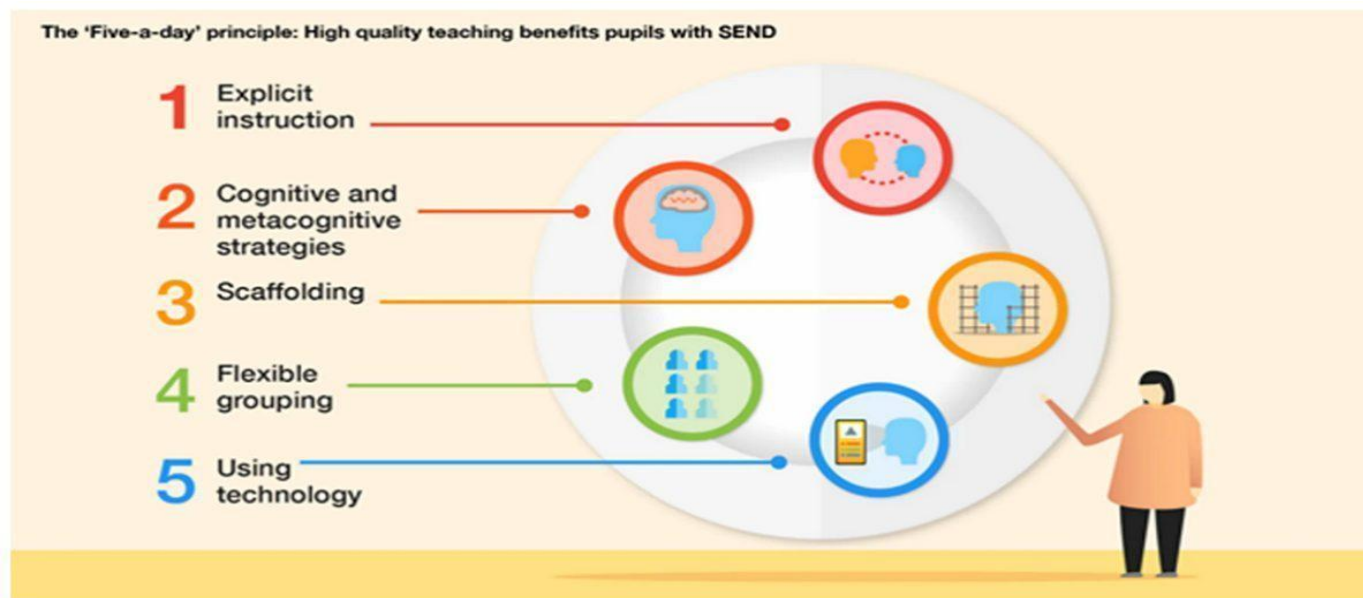
- Parental feedback (have termly events and a Parent SEND panel).
- Feedback from external agencies (MHST, educational psychologists)

Using EEF toolkit for SEND.

1 Create a positive and supportive environment for all pupils, without exception	2 Build an ongoing, holistic understanding of your pupils and their needs	3 Ensure all pupils have access to high quality teaching	4 Complement high quality teaching with carefully selected small-group and one-to-one interventions	5 Work effectively with teaching assistants
This is not just an aim for the additional class. We have set out a mantra that inclusive practice is good for everybody. Emphasis on effective self-regulation. Developed some of our best practice through applied research. Includes assistive technology, vocabulary models	Must work well with other agencies. Time to invest in relationships and the whole child. Build on their strength. Have effective work with other agencies.	Strong first quality teaching offer. Overseen by SENDCO with input from Educational Psychologist. Maximise use of evidence-based practice.	Personalised groupings as required. Evident for: • Oral language • Reading • Writing • Support and scaffold so they access the full curriculum.	Well trained teaching assistants. SSE and measurable data demonstrates impact of their work.

- We would expect all staff to ensure that their daily practice is underpinned by the EEF recommendations.
- All staff commit to deepening their knowledge of [EEF 5 a day principles from SEND recommendation report](#) to effectively support learners. These 5 areas are highlighted by evidence of having a significant impact on learners.
 1. Explicit Instruction
 2. Cognitive and Metacognitive Strategies
 3. Scaffolding
 4. Flexible Grouping

5. Using Technology



5 A DAY SEND Diet @ St George's

Embedding 5 A Day Model @ St George's

We have accessed extensive training on SEND and adaptation at St George's. Our aim is to ensure that is embedded and following our theory of change implementation model that we all look to use that knowledge to adapt adult and learner behaviours and habits.

We are going to 'build outwards' and ensure that:

1. Knowledge is clarified and reinforced.
2. That we get our core practice and scripts right.
3. Build innovation and best practice.

Links for research

- [EEF SEND Recommendations Report](#)
- [EEF 5 A Day Model Explained](#)
- [SENDCO 5 A Day Ideas](#)
- [EEF Adaptive Teaching Blog](#)
- [EEF Adaptive Teaching \(why is it different from differentiation?\) Blog](#)

Useful Documents

- [Bexley QFT Toolkit](#)
- [West Sussex Inclusion Guidance](#)
- [Wirral Graduated Approach](#)

The 5 Levels of Change



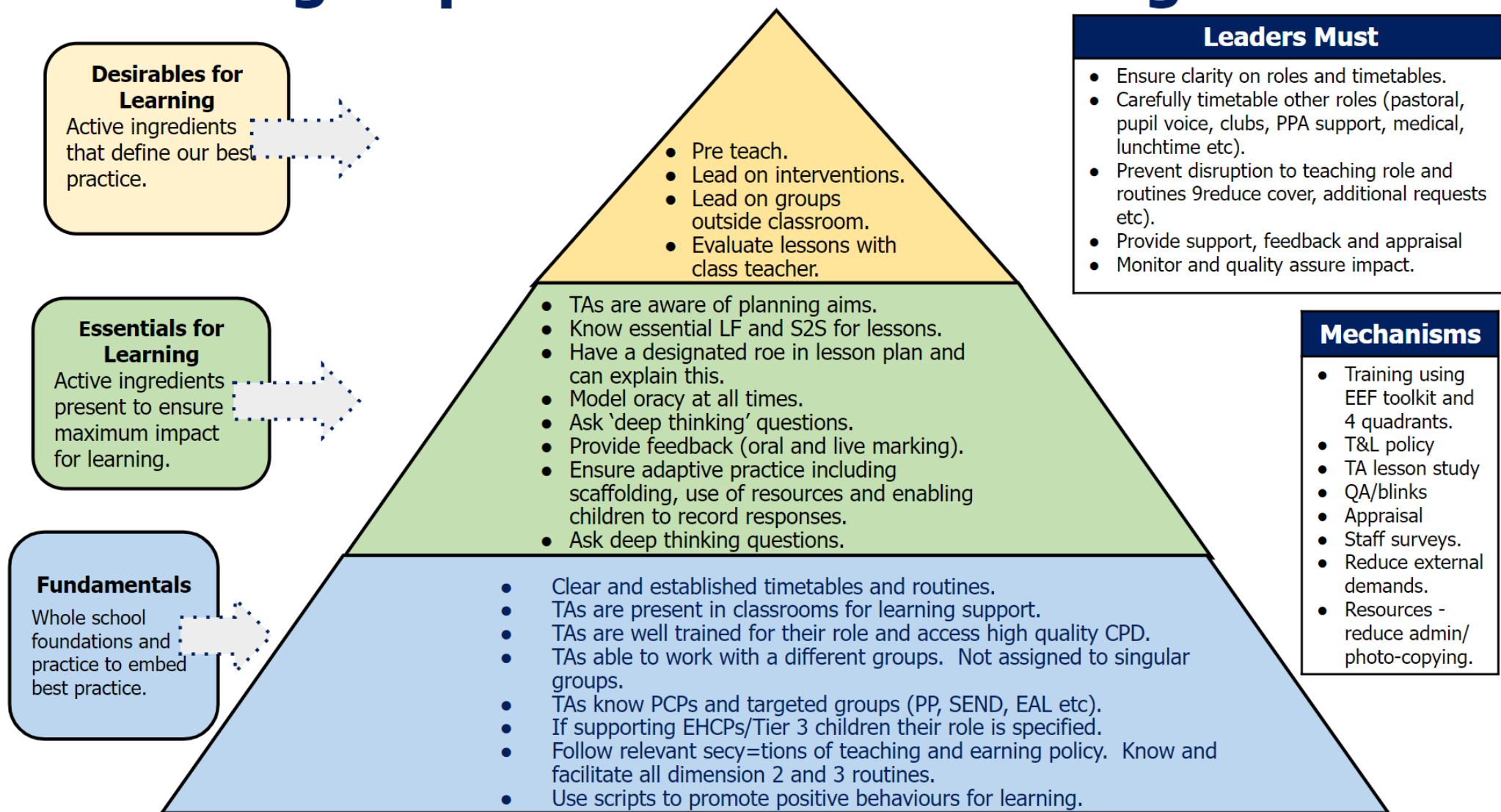
	Research Links	Essentials
Explicit Instruction	EEF Blog on Explicit Instruction Explicit Instruction Graphic Explicit Instruction EEF SEND p 24 Explicit Instruction Video	• Ensure concise and well explained language (avoid metaphors or using untaught vocabulary). • Other adults are used in all parts to strengthen this as co teachers, leading a group etc. • Teaching essentials (removing distracting content) • Chunking learning into manageable steps. • Ensuring that new knowledge is build on prior knowledge (pyramids of knowledge model). We should aim to teach everything based on prior learning). • Ensure that we model tasks before moving to guided and independent work.

		- Ensure dual coding with concrete examples, images, models and language. Dual coding - a visual image to support verbal information. Have a https://widgitonline.com licence. Username: laura.horton@stgeorges.wirral.sch.uk Password: dragon2024 - When required we practise memorisation of key vocabulary, concepts, strategies and processes (We know that oral explanations disadvantage most learners). - Guide learning with clear LF and S2S.
Cognitive and Metacognitive Strategies	Metacognition Adaptive Teaching EEF SEND p22, 23 Video - metacognition	We know that children with SEND need more precise metacognitive strategies - not less. But this needs to be explicit and clear. - Slim down the content and be precise and concise in all teaching. - Explicit sharing of prior learning (We have agreed Google classroom and see-saw are essential for this). - Practise and teach self regulation strategies. They need to know how and why to be 'learning ready'. - Have '4 before' model. For example - think and check S2S, - check what is in the room, - look at the example in your books, - work with a partner. - Ensure they are clear on task and strategy (QFT group, TA starter group can help). - Ensure they have a plan and repeatedly refer to their learning plan. - Need feedback in the lesson. Immediate feedback works best (ideally reinforcing S2S). SEND pupils will gain most from monitoring and evaluation.- makes the learning explicit! - Ensuring precise teaching and oral practise of key concepts, knowledge and skills. For example: - What is place value? - What is a sentence? - Succinctly teach prior learning from earlier topics (For example location in geography - they know continents and oceans). - Model think aloud strategy
Scaffolding	EEF Scaffolding Blog EEF Scaffolding Graphic EEF SEND p 26 EEF Scaffolding Poster Blog - scaffolding Worked examples Blog-worked examples	- Pre teach strategy, core concept or knowledge. - Ensure understanding of essential vocabulary (model and oral practise are our core strategies). Model with Frayer strategies and dual coding. - Ensuring S2S are clear and accessible. These are your step by step guides. - Explicitly and skillfully use recall and repetition. Mini quizzes, oral practise, chanting all help (if well used). - Having WAGOLLS and learning walls with worked examples and resources. - Adapting the task and space (but not the skill). - Work in a smaller space in P.E - Adapt the size of the ball for catching in P.E - Working with maps with less details or highlighted information. - Reducing the variables in art (less media, space, scope).

		• Provide practice time for skills (essential when automaticity or fluency is provided). This is where Number Bots, Lexia can be invaluable if they practise and then apply. • word and definition mat that they use and orally practise (printed but not rehearsed is useless). • Using classroom resources effectively (must be taught how to do this). For example PV counters, or tens frames counters in maths. • Provide something tangible to use in the lesson. Ensure it is a high quality learning resource or process. For example ensure children have a globe or a map (not a powerpoint) to trace and follow. Don't example scientific understanding with working scientifically./ • Rehearse a question or answer using oracy stem sentences or sentence starters. • Verbal support (promote deep thinking and retrieve knowledge). Be explicit and use stepped questions: 1. "Let's look at this together..." 2. What have you done before that will help you with this task?" 3. "Don't forget, your work needs to include..." 4. How will you remember this? • Practise a strategy, method of recording. For example in rounding numbers. 1. Read the number 2. Label the number using place value columns. 3. Check the multiple that you are rounding to (Nearest 10, nearest 100,000 etc). 4. Find the prior multiple 5. Find the next multiple 6. Find the mid-point. 7. Identify the nearest multiple for rounding. • Adjusting the tasks for high level thinking but removing any barriers. For example 1. Writing Frame 2. Completion tasks - partially completed examples and the child completes the rest e.g. partially completed 3. Pre made tables for recording data. 4. Images and videos to annotate (you can use voice recording if needed). 5. Group scaffolds - I do, we do, you do (works with spellings, writing, calculations etc). • Dual coding - a visual image to support verbal information. Have a https://widgitonline.com licence. Username: laura.horton@stgeorges.wirral.sch.uk Password: dragon2024
Flexible Grouping	EEF SEND p22 Flexible Grouping EEF Blog - Flexible grouping	• Are taught to use Oracy groupings. Need this modelled and practised. • Have a QFT group. Make it short term and for a specific reason. Teacher and TA support these groups (never just the TA). • Carefully grouped based on need and for a subject if QFT (are they getting what they need?). Child who needs small group support in maths may excel in art or science. • Use mixed ability and streamed groups. When do they need to work with others and benefit from their peers. When do they

		• Create platform for peer tutoring and collaborative learning (as useful in P.E as it is in maths). • Fluid groups ensure that children may work in different groups at different points in the lesson. Different approaches: • 1 teaches 1 observes • Station teaching • Parallel teaching • Alternative teaching • Teaming • One teach one assists
Using Technology	Accessibility Tools Using Technology and Adaptive Teaching EEF SEND p 25	• Use of assistive technology to remove barriers - e.g. class text uploaded to Google Classroom for children to access on Chromebooks using Immersive Reader. • Visualisers for modelling • Voice recording software • microsoft 365 tools

Ensuring Impact of Valued Teaching Assistants



Quality First Teaching Offer



Inclusion and SEND Team @ St George's On a Page

Everybody at St George's has a key role to play in supporting our inclusive practice. Our SEND and Inclusion key roles are explained below.

Everybody at St George's has a key role to play in supporting our inclusive practice. Our SEND and Inclusion key roles are explained below							
Roles	Responsibilities	Mrs Marshall (SEND Governor)	Mrs Huxley (SENDCO)	Mrs Binks (Deputy Head Teacher)	Mr Cassidy (Head Teacher)		
Inclusion and SEND Senior Leadership Team	- Lead on implementation of statutory SEND responsibilities. - Lead on inclusion strategy. - Ensure effective monitoring and improvements for SEND. - Work with LA on local strategy and improvement plans. - Commission external SEND support and partnerships.	- Challenge SENDCO and SLT on delivery of agreed plans. - Ensure GB oversight of SEN strategy and impact. - Champion for high quality inclusive practice and support	- Leads on Inclusion policy and strategy - Leads on Quality assurance for all compliance work in inclusion. - Provides supervision and support for Inclusion practice. - Leads on SEND and Inclusion CPD strategy. - Oversee implementation of tier 3 and 4 plans. - Oversees assessment and delivery for EHCPs. - Responsible for inclusion/SEND SLAs and monitoring of commissioned support.	- Attends SLT SEND reviews termly with HT and SENDCO. - Works on implementation of SEND strategy and quality assurance across all teams. - Ensures high-quality ordinary practice across schools. - Leads pastoral team and scope of their work. - Champion for high-quality inclusive practice and support.	- Oversight of SEND system leadership and effectiveness. - Ensures compliance with SENDCO in line with SEND Code of Practice. - Attends SLT SEND reviews termly with HT and SENDCO. - Ensures appropriate SEND budget and resources provided to fulfil school's aims and responsibilities. - Champion for high-quality inclusive practice and support.		
Team Leadership Responsibilities	Responsibilities	EYFS	Yrs 1 and 2 (KS2)	Yrs 3 and 4 (LKS2)	Yrs 5 and 6 (UPKS2)	Dragon Club	
	- Support staff and parents with management of inclusion and SEND needs at tiers 1 and 2. - Offer advice on implementation of graduated approach. - Provide signposting - Disseminate policy and practice from Inclusion team. - Work with team leaders on delivery of planned intervention.	Mrs Noakes EYFS Inclusion Champion	Mrs Wall Y1-2 Inclusion Champion	Mrs Stewart Yrs 3-4 Inclusion Champion	Mrs Bowden - Pickstock Y5-6 Inclusion Champion	Mr Johnson Smith Dragon Club Manager	
	- Lead on quality assurance of provision (with SENDCO in their teams. - Ensure that inclusion, ethos and practice is well led in their teams. - Work with SENDCO, and Inclusion Champions to support individual children's SEND plans.	Mrs Birch EYFS Team Leader	Mrs Davies Yr 1-2 Team Leader	Mrs Thomas Y5-6 Team leader	Mr Nathan Y5-6 Team Leader and AHT	Mrs Matthews Deputy and EYFS Lead	
Project Based Leadership Roles	Work closely with Inclusion and SEND Senior Leadership Team on specific project-based work to develop inclusion practice.	Mrs Bowden – Pickstock TLR3 to support design and implementation of our Inclusion Strategy		Mrs Stewart TLR3 role improving implantation of graduated approach at tiers 1 and 2		Mrs Chambers AHT for Standards and Pupil Premium	