Special Educational Needs Information Report

St George's Junior School

September 2026

Review September 2027

Seen by:	LGB	**Date:**	Autumn 2026
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Our SEND policy and information report aims to:

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

At St George's Junior School we value the contributions made by all children, professionals and parents to help develop our inclusive school community.

St George's Junior School aims to:

- Ensure all pupils reach their full educational potential and pupils make good progress regardless of any Special Educational Need, Learning difficulty, disability or disadvantage.

- Recognise and assess additional needs promptly through early identification and timely intervention to ensure that everything possible is implemented to remove barriers to learning at the earliest opportunity.
- Personalise provision by removing barriers and enabling all pupils to access the curriculum and achieve their full potential.
- Actively involve parent's and carers in any decisions affecting their child' education.
- Have trained, well-informed staff who are able to identify and manage SEN support.
- Conduct plan, do, review cycles which include the views of all stakeholders.

To ensure that these aims are achieved staff at St George's Junior will ensure that:

- All staff and adults have the highest aspirations and expectations for every child.
- Provision is adapted accordingly and is responsive and matched to individual pupil's needs.
- Extended and outreach services provision make a difference to outcomes for children and their families.
- Pupil voice and views are used to inform school improvement planning.
- Every child can access all areas of school life.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Pupils with Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

The SENCo is Mrs Jen Hughes. Jen achieved the National Award in Special Educational Needs Co-ordination in 2024. Our Head of Inclusion is Miss Charlotte Worley.

Jen can be contacted on senco@stgeorges.empowermat.co.uk

The SENCo, supported by the Head of Inclusion will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the 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 Local Governing Body (LGB) 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

The SEND governor

The SEND governor is Fiona Sargesson-Jones

The SEND governor will:

- Meet with the SENCO termly and complete a termly Governor report
- 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 Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Class teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Every teacher is a teacher of SEND. Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy
- Ensuring all information is passed on to receiving teachers.

Learning Support Assistants (LSAs)

We have a team of LSAs including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Expertise and training of staff

- Our SENCO has qualified in the National SENCo Award.
- Some members of staff are trained to deliver the Cool Kids programme.
- Some members of staff are trained in Talk Boost, a programme to boost children's early vocabulary levels.
- Staff throughout school have various levels of AET Training.
- We draw upon experience from a range of external agencies
- Staff received Trauma and Attachment Training in 2025
- Training for SEND happens throughout the year in response to staff needs and the needs of the children.

- Staff received training on the EEF Toolkit of SEN in Mainstream Schools.
- Staff receive ongoing training on Cognitive Load and Rosenshine Principles.

Additionally, we have staff who are trained in the following areas to support pupils with additional needs, identified within the four broad areas of SEN.

- Safeguarding and Child Protection
- Sensory inclusion hearing impairment training
- Speech and Language
- Anxiety in children
- Precision teaching
- Dyslexia
- Social stories
- Sensory circuits
- Drawing and talking
- No worries
- ELSA
- Nurture
- Lego Think Bricks
- Art in School Therapy

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

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

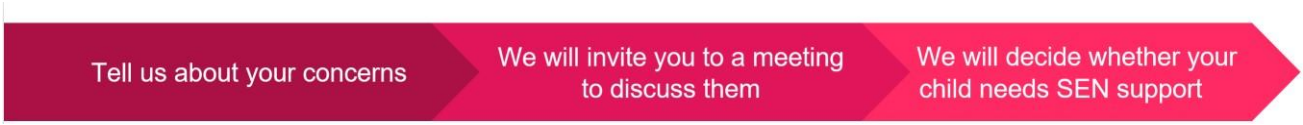
- Trust SENCO
- Special Needs LA Advisors
- Educational Psychologists
- The Occupational Therapy Team
- Physiotherapy Services
- Hearing Impairment team (Sensory Inclusion Service)
- Speech and Language therapists (NHS and Private)
- School nurse
- IASS
- 0-25 Emotional, Health and Well Being Service (formerly CAMHS)
- Health Visitors
- Families First Support Workers

We value collaboration with other agencies and seek support whenever it is needed. Support can be accessed through:

- The Shropshire Early Help referral system
- 0-25 Emotional Health and Well-Being Service
- Educational Psychology Service
- The Local Authority

- Parenting Smart

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

An appointment can be made at any time through the admin team.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly on senco@stgeorges.empowermat.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers and LSAs are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

Assessment of the children happens continuously throughout their time at school and concerns can be raised by any member of staff at any time. We will assess each pupil's current skills and level of attainment on entry and at regular intervals throughout each year. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Is not maintaining their previous rate of progress
- Is not closing the attainment gap between themselves and their peers
- Widens the attainment gap

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact parents / carers to discuss the possibility that their child has SEN.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The class teacher will ask for your opinion and may speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

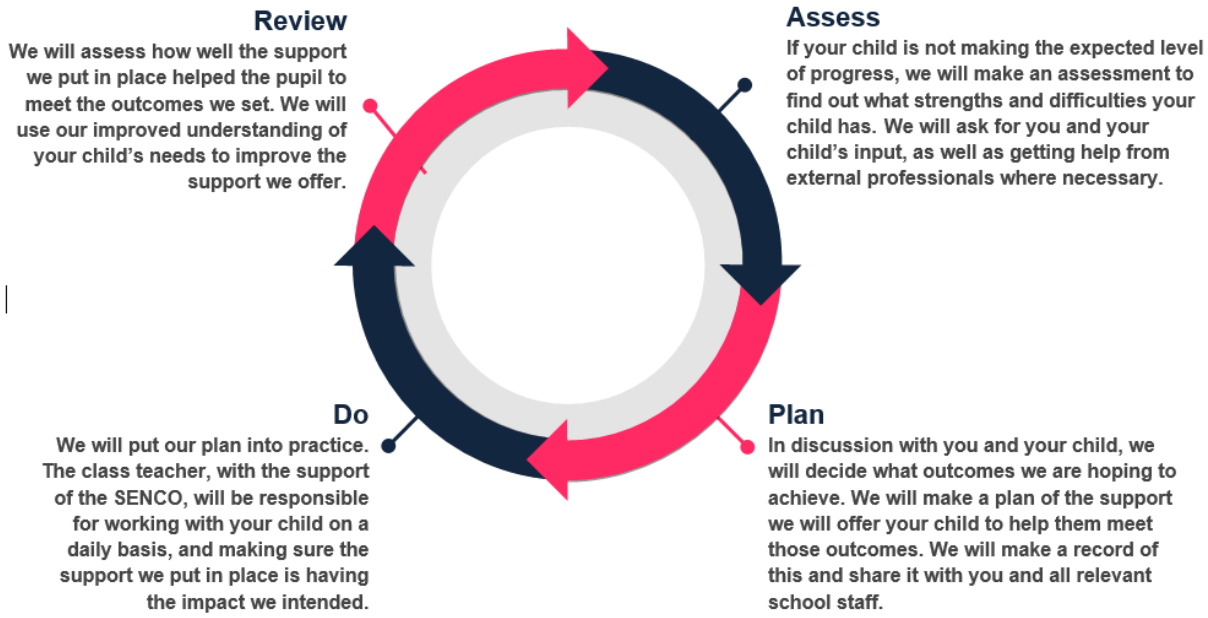
Based on all this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher with support from the SENCO will work with you to create a SEN support plan for them. The support plan is known as a Pupil Centred Plan or PCP. This is reviewed each term with parents, or sooner if targets are met. The children are involved at an appropriate level through discussing targets.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Parents of all children are welcomed into school and will have the opportunity to attend a parent – teacher meeting each term by the class teachers where they can ask questions about their child's school life and can share information. There are regular parent learning events in school to enable all parents to share in their child's learning at school. Class teachers are available throughout the week to talk to parents about their children. The Headteacher/SENCo and Inclusion Lead are also available to discuss any concerns that cannot be supported at a class teacher level. Parents are regularly informed of events within school through half termly newsletters, weekly letters and the website.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMs.

Where a child has an identified SEN and a termly Pupil Centred Plan (PCP), a termly review meeting will be held to review the progress towards previous outcomes and set new outcomes for the next term. This may be face to face or via the telephone depending upon parental preference. The SENCO / SEN Lead may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations; therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

Where a child has an EHCP, an annual review of progress towards the outcomes will take place. This meeting is a statutory meeting, and the paperwork is submitted to the Local Authority SEN Team. If you have concerns that arise between these meetings, please contact your child's class teacher via the admin email address.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We always tell the child that the adults in school are here to help them and seek to capture their thoughts and feelings via the One Page Profile at the front of the PCP. All targets are shard with children in a child friendly manner.

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- LSAs will support pupils on a 1-to-1 basis and in small groups when appropriate to do so, as directed by the class teacher

We may also provide a range of interventions alongside the quality first teaching from the class teacher. These will always be delivered by a trained member of staff and will not replace the teacher.

Support includes individual assessments and targets with strategies, training for Learning Support Assistants and meeting with parents.

Where additional support needs are identified, it may be appropriate to complete an Early Help Assessment and, where required, seek support through the Families First pathway. When a child, young person, or family requires coordinated support from more than one service, a **Team Around the Family (TAF)** meeting may be arranged. The TAF brings together the family and relevant professionals to develop and review a shared action plan that ensures the child and family's needs are met effectively. This multi-agency approach may include education, health, social care, and other support services as appropriate, with the views and strengths of the child and family remaining central to all planning and decision-making.

These interventions are part of our contribution to Shropshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO/SEND Lead
- Holding annual reviews for pupils with EHC plans
- Termly link governor review meeting and report to LGB
- Participating in termly Trust SEN Network meetings to share good practice
- Carrying out a yearly SEN Audit

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

The SENCO ensures that all children with an EHCP receive the correct level of funding from the LA to provide the provision required.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Parents are actively encouraged to participate in these too if they would like to.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We have an accessibility plan in place for the whole school environment.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our Admissions Policy can be found under admissions on our website.

Children with an EHCP, which names a particular school, will be allocated places first, after which places are allocated according to an agreed set of criteria, in strict order of priority.

13. How does the school support pupils with disabilities?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St George's Junior School we value the contributions made by all children, professionals and parents to help develop our inclusive school community. Our Accessibility Policy can be found on our website.

14. How will the school support my child's mental health and emotional and social development?

Pupils with SEND are encouraged to be part of a range of clubs to promote teamwork/building friendships etc. All staff and lunchtime supervisors are aware of children who may need extra support during playtimes and lunchtimes.

All staff are responsible for the pastoral care of the children in their care and can draw upon a range of resources and expertise from within school. We have a zero-tolerance approach to bullying.

The school website signposts parents to a wide range of information and support networks.

In school, children are supported through approaches relevant to the needs of the individual child.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Starting school in Year 3

Our Assistant Head, teachers and the SENCo liaise with infant schools to ensure that there is appropriate transition and transfer of information, particularly for pupils with Special Educational Needs or disabilities. Discussions take place before admission. Transfer of information involves parents, teachers and pupils as appropriate and other professionals where necessary.

Moving to KS3

For pupils transferring to Key Stage 3, the school SENCo liaises closely with parents, teachers and the SENCO of future KS3 schools to ensure that all information is transferred. Where necessary, additional transition sessions will be organised to support individual pupils and transition meetings will be arranged.

Transition to / from another school

Where a pupil moves to another school during the KS2 phase, all SEN records will be transferred to the new school and a discussion will take place between our SENCo and the SENCo of the receiving school.

16. What support is in place for looked-after and previously looked-after children with SEN?

Charlotte Worley, as designated teacher, with support of the SENCO, will make sure that all teachers understand how a looked after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the complaint isn't resolved at that stage, the school's complaints policy will then be followed. The policy can be found: Policy Documents – St George's Junior School Shrewsbury

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at The SEND local offer. It is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, and the practitioners who support them. It's been designed with a family's needs at the heart of the process.

Our local authority's local offer is published on the Shropshire website using this link https://new.shropshire.gov.uk/the-send-local-offer/

BeeU Access Team can be contacted by phoning 0300 124 0093.

Early Help 0345 678 9021

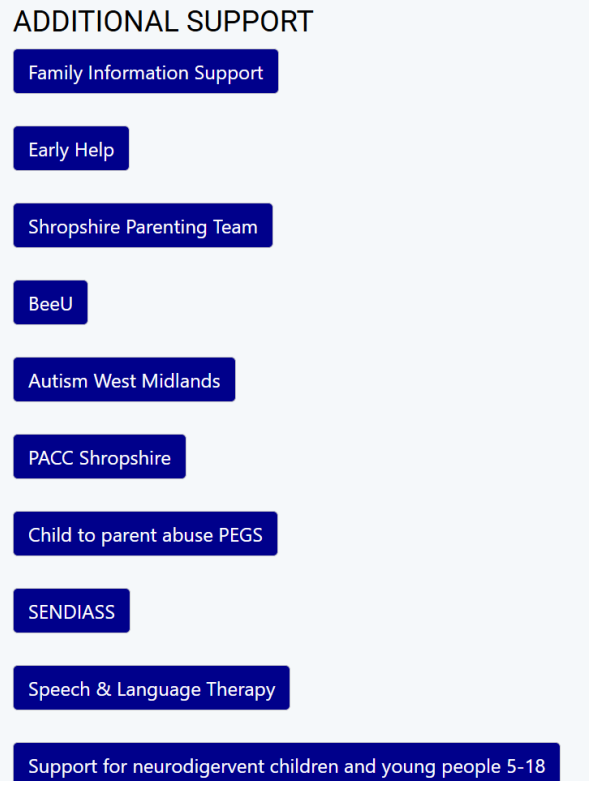
Shropshire Speech and Language Advice Line 01743 450800

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be accessed here.

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Our website has lots of supporting links. Follow this link and use the tabs highlighted below SEND – St George's Junior School Shrewsbury



19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services

- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages