

EYFS and Primary Special Educational Needs and Disabilities Policy 2025-26



Last reviewed: September 2025

Next review: April 2026

1. Definition of Special Educational Needs and Disability

A student or young person has a Special Educational Need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A student of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions... Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more students than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN.

(Taken from SEN Code of Practice, 2015).

2. Legislation and Regulation

This policy has been developed with regards to:

- The Equality Act, 2010;
- The Children and Families Act, 2014;
- 0-25 SEN and Disability Code of Practice, 2015;
- The General Data Protection Regulation, 2016;
- The National Curriculum in England Framework Document, 2014.

3. Aim

St George School aims to provide the structure for a student-centred process that engages the student, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure that all students are able to access the same opportunities for learning and development and achieve their full potential in all areas.

4. Objectives

This SEN Policy reflects the principles of the 0-25 SEN Code of Practice (2015). The objectives of this policy are:

- To ensure that the laws laid out in the Equality Act (2010) regarding students with disabilities are met;
- To ensure that the needs of all students with SEN are met wherever possible;
- To ensure that the views and opinions of students with SEN are taken into account;
- To encourage communication and partnerships with families of students with SEN;

- To facilitate full access to the National Curriculum for students with SEN wherever possible;
- To make arrangements to support students with medical conditions;
- To implement a graduated approach to assessing and supporting the needs of students;
- To develop a culture of inclusion, with high quality teaching and the use of a wide range of effective differentiation methods;
- To work collaboratively with students, families, staff and outside agencies in support students with SEN;
- To set appropriate individual learning goals based on prior achievement, high aspirations and the views of the learner and family;
- To share knowledge and good practice across the school;
- To make efficient and effective use of school resources.

5. Identification of Special Educational Needs and Disability

- 5.1** The early identification of learning needs is crucial to success in school. A phased approach is used to identify and support the individual needs of students with SEN.
- 5.2** In order to understand the learning needs of students, the school applies the four broad categories of need as set out in the SEN Code of Practice (2015):

Communication and Interaction: This area includes speech, language and communication needs which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. Students with a diagnosis of autism or autistic spectrum conditions, including Asperger's, have needs in this area. Students with communication and interaction difficulties may or may not also have learning difficulties.

Cognition and Learning: This area includes general and specific learning difficulties (SpLDs) which can be mild, moderate or severe. SpLDs include dyslexia, dyscalculia and dyspraxia. Students with one or more SpLD tend to have a 'spiky' profile of attainment, with areas of strength and areas of need.

Social, Emotional and Mental Health Difficulties: This area includes mental health difficulties (such as anxiety or depression), emotional issues (such as disordered attachment) and conditions such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder). A student with underlying social, emotional or mental health difficulties will often display challenging behaviours and learning difficulties either temporarily or in the long-term as a result.

Sensory and/or physical needs: This area includes sensory impairments, such as visual impairment and hearing impairment, as well as physical disabilities such as cerebral palsy. Some students will have learning difficulties as a result of their sensory or physical need.

6. Assessment and Support for Students

Student support falls within three graduated phases:



Phase One: Standard Differentiation

Class teachers are responsible and accountable for the progress of their students. Teachers are expected to deliver high-quality teaching that aims to meet the individual needs of all students in their class. The progress of students is appraised at the end of each term and adjustments should be made to in-class teaching strategies to support any student who is not meeting age related expectations.

Phase Two: Extended Differentiated Support and Monitoring

When it is suspected that a student is not meeting expectations due to a diagnosed or undiagnosed learning need the class teacher will begin to log their concerns in the concern log system. This will be shared with the Special Educational Needs Coordinator (SENCo), who, in conjunction with the class teacher and SLT if necessary, will decide on further appropriate in class support for the student to be put in place. At this point the class teacher should contact the parents/guardians of the student to inform them of their concerns, the current actions of the school and the process of *Phase Three* should it be necessary. After a period of monitoring, if the student has not made noticeable improvements *Phase Three* will be initiated.

Phase Three: Referral and Assessment

The SENCo (with class teacher copied in) will make contact with the parents/guardians to explain the concerns the school has regarding their child. An assessment with an external educational psychologist will be recommended and if necessary a meeting between the parents/guardians, SENCo, class teacher and relevant SLT will be set up to discuss and explain things further. Parents/guardians will be sent a document to sign that confirms that they have acknowledged and understood the recommendations made to them by the school. If the parents/guardians choose not to have their child assessed, the student will move back into *Phase Two*. If the parents/guardians choose to proceed with an assessment, they will be offered referrals from the SENCo. Once an assessment has been completed and the report is ready this should be shared with the SENCo who will disseminate the information to relevant staff and store the information on file. If the report indicates a SEN, the SENCo, class teacher and SLT will use the information in the document to determine whether support for the student can be provided by the school or whether external specialist intervention is needed. Support then moves back into *Phase Two* or into *Phase Four*.

Phase Four: External and Specialist Intervention

If the school deems it necessary, the parents/guardians will be asked to provide external specialist support for their child in order to help them overcome their barriers to learning. This could either take place during school time or outside of school hours and the SENCo will help facilitate communication between the school and external specialists. If the external specialist feels that the child no longer needs the support this will be discussed with the school and parents/guardians.

7. Internal SEN Referral Process

Teachers who suspect that a student in their class has a SEN are required to log their concerns in the concern log system and share this with the SENCo.

8. Recording SEN

A record of those students who have been identified as having SEN recorded in ISAMs by the SENCo.

9. Responsibilities

9.1 Class Teachers are responsible for:

- Providing high-quality, differentiated teaching that aims to meet the individual needs of all students;
- Identifying and addressing underachievement in students;
- Monitoring the progress of students with SEN;
- Recording SEN concerns in the Learning Needs Logging system;
- Keeping the SENCo duly informed of SEN related issues within their class;
- Keeping parents/guardians duly informed of SEN related concerns of their child(ren).

9.2 The SENCo is responsible for:

- Maintaining the SEN module of iSAMs;
- Providing guidance to staff on the use of the Learning Needs Log System;
- Monitoring and supporting the provision for SEN learners;
- Monitoring and supporting the progress of SEN learners;
- Organising continued professional development (CPD) and training for staff in relation to SEN;
- Liaising with parents/guardians regarding SEN concerns;
- Liaising with relevant external specialists and other persons or organisations in regards to SEN;
- Monitoring SEN resource provision;
- Reviewing and updating the SEN policy annually.

9.3 The Senior Leadership Team is responsible for:

- Collaborating with the SENCo to oversee the SEN support process.

9.4 The Headteacher is responsible for:

- The strategic planning and day-to-day delivery of SEN provision.

9.5 The Admissions Officer is responsible for:

- Requesting information from parents/guardians regarding SEN needs at the point of admission application.
- Submitting documentation from parents/guardians regarding SEN needs to the SENCo.

9.6 Parents/ Guardians are responsible for:

- Informing the school at the point of admission application of any known SEN of their child and providing the school with documentation regarding previous assessment and/ or support at the point of application;

- Acknowledging recommendations regarding their child made to them by the school;
- Liaising with the class teacher and SENCo regarding their child's SEN provision,
- Meeting the cost of services rendered by external professionals and the purchase of necessary support equipment outside of that used within the regular curriculum.

10. External Agencies

The school always works collaboratively and proactively with external specialists and agencies regarding issues related to SEN.

11. Review

11.1 Current version: September 2024

11.2 Date of review: September 2025