



**ST JAMES**  
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

*“With God, there is no limit to what you can do. There is no obstacle you can’t overcome. Through him, all things are possible.”*

**Matthew 19:26**

# **Special Educational Needs and Disabilities Policy (SEND)**

**Head teacher:** Christopher Booth

**SENDCo:** Gemma Thomas

**Last reviewed on:** January 2026

**Next review due by:** January 2027



# St James C of E Primary School

## SEND Policy

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# 1. Aims

St James Church of England Primary School believes that every child is unique and we celebrate everyone's gifts and talents. All children are valued irrespective of abilities or individual differences, encouraged to develop to their full potential and able to contribute to the life of the school. It is a privilege to play a part in the development of our children. Staff work together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils, whatever their needs or abilities. We believe that the key to success is happiness, a love of learning and a school where children feel supported, valued and safe. We want children to gain a respectful, caring attitude towards each other and the environment both locally and globally. Members of St James are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment. We aim to provide each child with the skills, knowledge, resilience and enthusiasm, which will equip them to lead a successful and happy life.

We believe children should be treated fairly and well-being is of paramount importance. This involves providing access and opportunities for all pupils, staff, parents and visitors without discrimination of any kind. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of a person with a disability but this policy (alongside our [Accessibility Policy and Plan](#)) covers all of these pupils. This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they achieve and realise their full potential.

# 2. Our Statement

***"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible." (Matthew 19:26)***

Our St James family has aspirations for every single child to succeed.

We believe in the importance of Christian values in all aspects of school life.

Our children learn through a creative and inspirational curriculum.

Through working together we achieve our goals and take the first steps on the path to our dreams.

Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn and achieve.

### 3. Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCPs), SEND co-ordinators (SENDCos) and the SEND information report.
- [Equality Act 2010](#): advice for schools DfE (updated 2014)
- [The National Curriculum in England Key Stage 1 and 2 framework document](#) (Sept 2014)
- [Statutory Guidance on supporting pupils at school with medical conditions](#) (Sept 2014)
- [Teachers' Standards](#) (2012)
- Schools Safeguarding Policy ([School Website](#))

### 4. Definitions

#### **DEFINITION OF Special Educational Needs**

In this policy, 'special educational needs' refers to a learning difficulty or condition that requires special educational provision. The [SEN Code of Practice](#) (Jan 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for [them].

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age.
- b) have a disability which prevents or hinders [them] from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Identifying and assessing SEN for children or young people, whose first language is not English, requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

#### **DEFINITION OF Disability**

A disability is defined as a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal or day to day activities.

(Equality Act, 2010)

# 5. Areas of Special Needs

The broad area of SEND needs are categorised mainly within four areas according to the 'Code of Practice' (2015). They are listed below with some examples. Our school currently provides additional and/or different provision for a range of needs, including:



- Cognition and Learning e.g. *Dyslexia, dyspraxia, specific learning difficulties, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties.*



- Communication and Interaction e.g. *Autism and Speech, language and communication difficulties.*



- Social, Emotional and Mental Health *Social, emotional and mental health difficulties and attention deficit hyperactivity disorder (ADHD).*



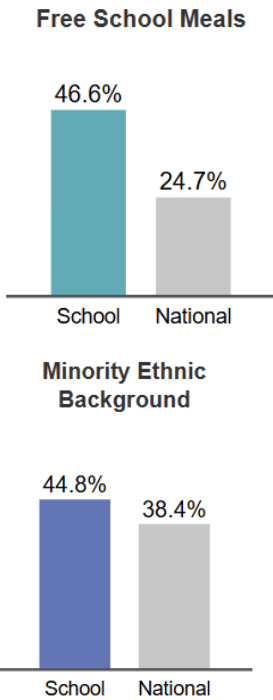
- Sensory and/or Physical e.g. *Hearing impairment, visual impairment, multi-sensory impairment, medical and physical disabilities.*

These difficulties can be in isolation or be complex – having needs in two or more of the above areas.

# 6. Our School in Context

Our school is set in an area which is one of high economic disadvantage, this is reflected in the higher than national number of pupils eligible for free school meals. Within the school there are a number of children from ethnic minority backgrounds and there is also some mobility within the school community.

As a school, we have a SEND Co-ordinator who is also a class teacher, we have two full time Pastoral Care Officers and a range of Teaching Assistants (Levels 2-4.) In addition, we purchase specialist support from Aspire Behaviour Support, Educational Psychologist, Woodbridge SEND Service, School Counsellor and have a Speech and Language Therapist from traded services. We gain further support from iThrive, Teams Around the School, Bolton Lads and Girls Club, Fort Alice and other NHS Speech and Language Therapists.



## 7. Roles and Responsibilities

### The SENDCo

Provision for SEND in our school is a matter for the school as a whole. Though class teachers are responsible for the progress of all children in their class including children with SEND, the Governing Body, Headteacher, SENDCo and all other members of staff also have important day to day responsibilities teaching children with SEND. The SENDCo at St James CE Primary School is Miss Gemma Thomas, who will complete her NPQ SENCo in 2026.



The SENDCo will:

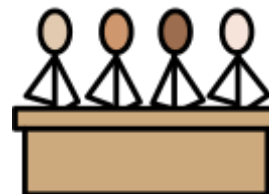
- Work with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs
- 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 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 governing body at St James CE Primary School aim to ensure that the needs of students are met and that the provision made for pupils with SEND, both with and without Education and Health Care Plans (EHCPs) are adequate and secure. The SEND Governor is Darren Cosgrove. The governor with responsibility for SEND, works closely with the Headteacher and SENDCo to review provision and together ensure that a SEND Information Report is published annually. This includes ensuring that children's medical conditions and/or physical impairments are properly understood, in consultation with health and social care professionals, pupils and parents, so that they are effectively supported and have full access to education, including school trips and physical education.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the 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 within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability



## Class Teachers

The [SEND Code of Practice](#) clearly acknowledges the importance allocated to the class teacher regarding pupils with SEND.

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class
- Working alongside the SENDCo identify SEND needs
- Working alongside the SENDCo to identify gaps in learning using the Birmingham SEND Toolkit
- 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 to review each pupil's progress and development and decide on any changes to provision
- Completing appropriate documentation to support children with SEND
- Ensure they follow this SEND policy
- Communicate with parents to discuss SEND needs of their child(ren)



## Teaching Assistants

Teaching Assistants (TAs) play a vital role in ensuring that all pupils, especially those with Special Educational Needs and Disabilities (SEND), are fully included in school life and able to access a broad and balanced curriculum. Working under the direction of the class teacher and in partnership with the SENDCo, TAs contribute to high-quality teaching, targeted support, and the effective implementation of the graduated approach outlined in the **SEND Code of Practice**.

Effective use of Teaching Assistants supports pupils' academic progress, social and emotional development, independence, and wellbeing. Their work helps ensure that provision is responsive, inclusive, and tailored to individual needs, enabling all pupils to achieve their best.

Teaching Assistants will:

- Work under the direction of the class teacher to support pupils with SEND to access learning and participate fully in lessons
- Deliver targeted small-group or one-to-one interventions that are planned, monitored, and reviewed by the teacher and/or SENDCo
- Adapt and scaffold learning activities by breaking tasks into manageable steps, clarifying instructions, and using visual or practical resources
- Promote independence by encouraging pupils to develop self-help, organisational, and learning skills, avoiding over-reliance on adult support
- Support communication and language development through the use of visuals, structured language, modelling, and agreed communication approaches
- Implement agreed strategies to support behaviour, attention, and emotional regulation



- Facilitate social interaction and inclusion during class activities, group work, and less structured times such as playtimes and lunchtimes
- Observe, monitor, and record pupils' engagement, progress, and responses to support, and share this information with the class teacher
- Contribute evidence to the review of provision, including One Page Profiles/Provision Maps, Early Helps, Individual Target/Education Plans (ITPs/IEPs) or Education, Health and Care Plans (EHCPs) where applicable
- Support pupils with sensory, physical, or personal care needs in line with individual care plans and school policies
- Help maintain consistent structured routines and supportive learning environments, including the use of visual timetables, now/next boards and clear expectations
- Work collaboratively with teachers, the SENDCo, and external professionals by implementing recommended strategies and programmes
- Maintain confidentiality and follow school policies on safeguarding, inclusion, and SEND



Pupils with an Education, Health and Care Plan (EHCP) may have individual support identified within their provision. Where one-to-one support is indicated, this is delivered flexibly as part of the overall provision rather than through the allocation of a single adult on a full-time basis.

Staff deployment is planned to enable pupils to work with a range of adults, reducing the risk of dependency and promoting positive relationships across the school. A key priority is the development of pupils' independence. Pupils are encouraged and supported to attempt tasks appropriate to their level of ability independently, with adult support provided to scaffold learning and be gradually reduced when suitable.

## 8. SEND Provision

Children with special needs should have access to a broad and balanced curriculum. All class teachers have adopted strategies using Rosenshine's Principles and considered cognitive load when selecting resources for children with SEND. Each teacher should use adaptive teaching to modify work accordingly to provide for the needs of the children in their class. School staff use the Birmingham SEND Toolkit, in KS1 and KS2, to identify and address gaps in learning, through quality first teaching and/or bespoke intervention. Teaching Assistants support in classrooms alongside the class teacher to enable all children to access the curriculum, including those with SEND. For children not meeting their individual targets, support from outside agencies will be sought and appropriate referrals will be made through discussions with the SENDCo.

Children with SEND are included in all aspects of school life. They have opportunities to participate in extra-curricular clubs, teams within school, competitions and school visits. At times, children are chosen specifically to take part in wider opportunities to help them make progress towards individual targets. Additional needs are considered during the completion of risk assessments and measures are put in place to support children with SEND. The SENDCo records information regarding attendance to wider opportunities.

See our School Offer for further information ([School Website/SEND](#))

## 9. Resources

SEND funding is considered each year through the school budget and both human and financial resources are then targeted in accordance with Bolton guidelines for Educational Special Needs. These are deployed to the appropriate areas in response to the Schools Audit and Education Health Care Plans.

The school aims to provide a variety of provision by way of:

- In-class support either individually or in small groups with specialist teachers from a wide range of agencies and/or teaching assistants.
- Withdrawal support either individually or in small groups with specialist teachers from a wide range of agencies and/or teaching assistants.



We also use funding to purchase additional curriculum resources for all areas of SEND provision in school to aid the learning of pupils, including items such as but not exclusive to: wobble cushions, writing slopes, fidget tools, pencil grips, sensory chew objects, gross/fine motor skills equipment, ear defenders, sensory lights, body socks, weighted shoulder toys etc..

For children below Reception age who have identified or emerging Special Educational Needs and Disabilities (SEND), school works in partnership with parents/carers and relevant agencies to the early years to ensure appropriate support is in place prior to statutory school funding becoming available. Where additional provision is required, an application for Early Years Inclusion Funding (or equivalent local authority support) is made through the Local Authority, supported by evidence of the child's needs, the graduated approach (Assess–Plan–Do–Review), and any involvement from external professionals. This funding is used to provide targeted interventions, additional adult support, or specialist resources to enable the child to access learning and participate fully in their early education.

The school liaises closely with families, early years providers, and professionals to support a smooth transition into Reception, where ongoing SEND provision and school-based funding arrangements will then apply.

## 10. Identification; Assessment/Monitoring; Recording

A whole school approach is used in addressing SEND policy and practice. The [Code of Practice](#) clearly states that all teachers are teachers of SEND. It is the responsibility of all teachers to identify any difficulties pupils may have through precise and careful observation, assessment and monitoring.

All teachers, in collaboration with the SENDCo, are responsible for the early identification of pupils with SEND and who would benefit from additional or different support. The SENDCo has regular meetings with teaching staff to keep updated on needs and progress of pupils with SEND. Special educational needs may arise at any time during a child's time at St James CE Primary School. Additional needs may be mild or severe, short or long term. It is important that these pupils are identified quickly and school's record is kept up to date to reflect SEND needs across school.

The identification and assessment of the special educational needs of children, whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from special educational needs.

#### Identification of SEND in Early Years (EYFS)

The school will assess each child's current levels of attainment on entry to our early years setting, in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting, e.g. nurseries. The SENDCo, EYFS Lead and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning next steps
- Involve parents in implementing a joint learning approach at home.



#### Identification of SEND in Year 1 to 6

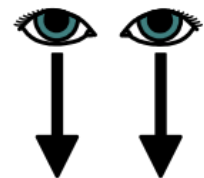
In order to help children, who have special educational needs, the school will adopt a graduated response, Assess-Plan-Do-Review (ADPR) cycle, that recognises there is a continuum of special educational needs. Where teachers have concerns in relation to a child's cognition and learning, they will use the Birmingham SEND Toolkit. This will support teachers in identifying gaps in learning in the following areas: maths, reading, writing, speaking and listening. Other areas of SEND need will be identified in liaison with the SENDCo. Where appropriate, the Bolton SEND Handbook will be consulted and advice from specialist expertise will be sought. Teachers will record support provided to children through One Page Profiles, CPOMs, Individual Target Plans (ITPs), Individual Behaviour Plan (IBPS) (where appropriate) and Provision Maps (for children with an EHCP) . New targets will be set regularly and reviewed termly with parents/carers.

## **MONITORING CHILDREN'S PROGRESS**

Teachers will liaise with the SENDCo if they have any concerns about a child's progress in their class. The Birmingham SEND Toolkit will be used to identify gaps for cognition and learning needs. Other needs will be assessed through referrals to external agencies. This may lead to pupils having support beyond ordinarily available provision. Progress will be measured through review of One Page Profiles, Individual Target Plans (ITPs), Individual Behaviour Plan (IBPS) (where appropriate) and Provision Maps (for children with an EHCP)

Measuring progress supports school to:

- Compare if it is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Understand if progress match or betters the child's previous rate of progress
- Identify barriers to learning
- Celebrate progress in relation to their area of need such as an improvement in self-help, social or personal skills or improvements in the child's behaviour



## **CHILDREN ACCESSING SEND SUPPORT**

School has a responsibility to adhere the [Code of Practice](#) (2015) in identifying and meeting all aspects of SEND need. Practice reflects the graduated response, and 'Asses, Plan, Do, Review' model and guidance from Bolton LA to ascertain when additional and different support will be provided, when intervention has had the desired impact and if support can be withdrawn. See flow chart in Appendix 1.

# 11. The Graduated Response

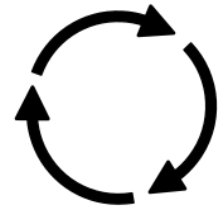
## STAGE 1.

Well-differentiated, quality first teaching, with early intervention and SEND support in the classroom (See Wave 1 and 2 strategies and intervention within our SEND Information document: [School Website/SEND](#))

Pupils receive appropriately adapted work set by the class teacher.

Ordinarily Available Provision may include:

- Low level access to a teaching assistant
- Additional ICT provision to support English and mathematics objectives
- Behaviour reward systems
- Small group teaching
- Regular contact with parents



This enables school to:

- Monitor effectiveness and utilisation of resources
- Cost provision
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs.

## IDENTIFICATION AND ASSESSMENT AT STAGE 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (assess, plan, do, review)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries/pre-school
- Information from previous schools or other services

## STAGE 2.

Further Targeted Support and involvement of outside agencies. Children do not require a medical diagnosis to receive help at SEN Support level. (See wave 2, 3 and 4 strategies and intervention in our SEND Information document: [School Website/SEND](#))

Support may include:

- One to one intervention
- Small group intervention
- Behaviour reward systems
- Regular contact with parents
- Additional interventions or support beyond those normally provided for other children in the school when it is clear that the child's needs require intervention which is "additional to" or "different from" the well adapted curriculum on offer for all other pupils.
- All learners with additional needs will be included on the SEND Register and monitored by the school SENDCo, where appropriate an ITP or other relevant plans will be put into place.

- A child may be referred to an outside agency for support or an Early Help Assessment (EHA) may be opened to coordinate support where there is multi-agency involvement. See list below:
  - Woodbridge SEND Service (SEND Outreach Support)
  - Aspire Behaviour Support
  - Educational Psychologist (EP)
  - Speech and Language Therapy (SALT)
  - School Nurse
  - School Counsellor
  - Fort Alice
  - Bolton Social Communication and Interaction Panel (BSCIP)
  - iThrive
  - Teams Around the School (TAS)
  - Bolton Lads and Girls Club (BLGC)
  - Child and Adolescent Mental Health Services (CAMHs)
  - Grow Your Mindset (GyM)
  - Health Professionals E.g. Paediatrician, Occupational Therapist, Child Counsellor, etc
  - Visual/Hearing Impairment Teachers
- Guidance for the child from outside agencies will be taken into consideration in the planning and delivery of interventions.
- High level access to teaching assistant.
- Undertaking, more in depth individual assessment - this may include a range of available assessments, carefully chosen to gain appropriate, useful information on a pupil's needs such as screening assessments through Literacy Gold.



### STAGE 3.

#### Referral for EHCP (Education, Health and Care Plan) Stage

When the provision is amounting to more than an additional £6,000 per year, pupils may be referred for an Education, Health and Care Plan assessment.

If school determines this is necessary, they will consult closely with parents, gather all evidence required and refer to the LA's 'High Needs Block' matrices for procedural information within the [Bolton SEND Handbook](#) and follow guidance around initiating an EHCP assessment from the Local Authority in consultation with the SEND Office.

Pupils who access the referral level do so after close consultation between all involved agencies and the gathering of extensive evidence to support the application. . It is the decision of the Local Authority, in conjunction with Health Professionals and other agencies, to allocate extra provision and decide whether this provision is effective in meeting the needs of the child.

#### From Bolton Council EHCP Application Document:

It is not quicker if a parent makes a request for an EHC needs assessment - both parental requests and school requests are subject to the same 20-week timescales.

A parental request does not negate the need for schools/settings to provide the same level of information about a child's needs or the provision made for them. Schools and settings will be required to complete the same paperwork for both a school request and a parental/young person request.

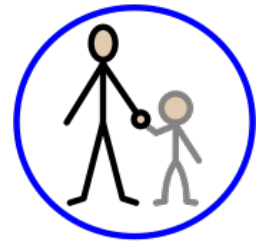
For more information see the [Bolton Local Offer](#).

## 12. SEND Funding

SEND funds, for children who do not have an EHCP, are devolved to the school's budget. School receives a Notional SEND Budget from the Local Authority, which is used to meet the needs of pupils with low-cost, high-incidence SEND. This also contributes, up-to a certain level set by the Local Authority (currently £6,000), towards the costs of provision for pupils with high needs. See "Resources" section for information regarding Early Years Inclusion Funding for children below reception age.

## 13. Partnerships with Parents and Carers

Parents of children with SEND are kept fully informed of the provision that is being made for their child. Please see our Information Report ([School Website/SEND](#)) document for more detail regarding how and when parents and children with SEND are consulted.



## 14. Admission Arrangements

At St James' we strongly believe that pupils with special needs, including those with Education Health Care Plans, should be treated the same as any other applicants.

See school's [Admissions Policy](#) for more information.

## 15. Access and Facilities for the Disabled

St James is a modern, purpose-built building and as such can accommodate children with mobility difficulties with careful thought and planning. Each of our KS2 classrooms are approximately 52m<sup>2</sup> – which is below what is recommended for that of 30 pupils as suggested in the DfE document '[Area Guidelines for Mainstream Schools](#)' which is 55m<sup>2</sup> to 62m<sup>2</sup> for 30 pupils. The building is all on one level with ramps down to the playgrounds.

The school does not currently have a wet room, hoist. We have changing facilities available for children in EYFS and KS1 which are only appropriate to children of this age. Therefore, we consider children's needs and their ability to access areas in school on an individual basis and put plans in place where appropriate.

See our [Accessibility Policy and Plan](#) for more information.

## 16. Medical and Health Care Needs

If a child has a medical condition or significant medical needs, a meeting is planned with parents, school staff and health care professionals, to ensure school properly understands the child's medical condition so that the child's needs can be met. An individual Medical and Health Plan will be completed and reviewed annually, and more frequently when required. School will ensure sufficient and suitable training, where appropriate, for staff to achieve the necessary level of competency to support the child's needs.

## 17. Criteria for Evaluating Success of the Policy

The SENDCo monitors the progress or difficulties of children on the SEND Register. They provide staff and governors with regular summaries of the impact of the policy on the effectiveness of our SEND provision.

The SENDCo is involved in supporting teachers in creating ITPs, Early Help Assessments and other SEND documentation for the children in their class. The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCo and the SEND Governor with responsibility for special needs also hold termly meetings.

The SEND Policy will be judged as successful:

1. If regular reviews of a child's progress are carried out by all staff.
2. If implementation of the procedures shows that the child with SEND is making appropriate progress and their needs are being met.
3. If parents are involved in the process of helping their child with SEND.
4. If the Headteacher and SENDCo report to the governors regularly.
5. If the school inform parents annually about SEND at St. James CE Primary School through their published offer and SEND Report.
6. If resources for SEND are being used successfully throughout the school.

## 18. Arrangements for In-Service Training

CPD will be provided to all staff to improve their ability to identify, assess and provide for pupils with SEND. CPD will also be provided to update staff with changes in policy and procedure. It is the responsibility of the SENDCo to tell all staff about new ideas and initiatives to be used within school and to ensure they are comfortable with the implementation of these.

## 19. Arrangements for Considering Complaints

All complaints are dealt with in line with the school's Complaint Procedure which is available on the website or by contacting School on 01204 572587. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher, as outlined in the Complaints Procedure.

## 20. Liaison

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery and home. Secondary school staff will receive all relevant information regarding pupils with SEND and are invited to Y6 transition reviews for Pupils with Education Health Care Plans. The school receives regular visits from the school nurse to carry out health checks, hearing tests and sight tests. St. James CE Primary School works closely with social services for relevant children. The governing body will review this policy annually, or sooner if necessary, or in response to changes in National SEND Policy.

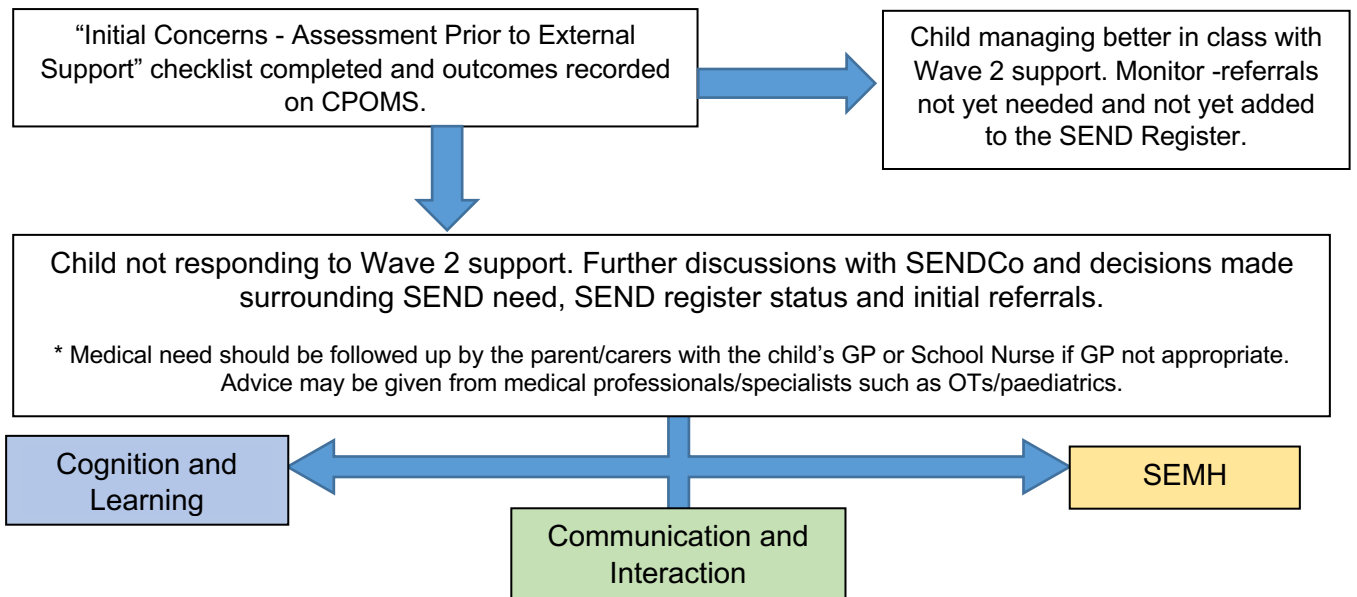
## Appendix 1: Flow Chart of 'Plan, Do, Review' Cycle

Criteria for placing children on, and removing children from, the school SEND Register and supporting with children waves of intervention.

If there are concerns regarding child's progress in different areas, teachers are to complete the relevant checklist on the initial concerns document.

<b>Cognition and Learning</b>	
I have considered place of the pupil in the classroom, whether that is near the front or closer to the back to ensure minimal distractions for learning of peers	
I have modified language and short step instructions, repeating where necessary to support the pupil in understanding what they need to do.	
I have organised peer support and pairing for practical activities	
I have adapted planning/ resources to ensure the work is well matched to the pupil's individual needs.	
I have a clear assess plan do review cycle to address gaps in learning (BST trialled for 2 terms)	
I have provided visual timetables, NOW /NEXT differentiated word banks to support independent learning	
I have used timers and incentives to promote independence motivation and focus	
I have planned ICT based activities to try and overcome barriers to leaning	
I have differentiated homework	
I have given brain breaks and broken tasks to make them more manageable for pupils	
I have assessed the children using Literacy Gold with parental consent to ascertain needs and identified interventions to implement to support.	
<b>Communication and Interaction</b>	
I have a planned work station or quiet space for when a pupil needs time away from their peers or to spend time when they feel a sensory overload	
I have used an incentive scheme utilising the pupil's individual interests (dinosaurs, animals, trains etc.)	
I have used social stories to help pupils deal with unexpected events	
I have provided the pupil with sensory equipment such as fidget toys, sensory seats or ear defenders when necessary (not to be brought from home)	
I have tried a range of strategies to support social skills such as circle time, class buddy, talk partner or spoken to pastoral care regarding nurture activities.	
<b>SEMH</b>	
I have used de-escalation strategies by using language positively to promote well-being and calm including body language posture and facial expression	
I have given the pupil a responsible role 'special job' to support self esteem	
I have planned active learning/ opportunities to burn off excess energy	
I have introduced a reward system e.g. stars chart	
I have used NOW/NEXT as incentive to complete short learning tasks	
I have supported the pupil in understanding their emotions (Zones of Regulation)	
I have worked with the SENDCo/Behaviour Support to gain advice for strategies to support	
I have a clear assess plan do review cycle to address behavioural needs (IBP)	
<b>Medical</b>	
I have checked with the parent/carers that the child has recently had their vision tested	
I have checked with the parent/carers that the child has recently had their hearing tested	
I have checked that the parent has raised their concerns with a medical professional	

## Initial Concerns in School – Next Steps



Steps for School	Steps for Parents/Carers
All actions to be recorded on CPOMS	Parents to discuss concerns with Class Teacher
Class Teacher Uses Initial Concerns Checklist and share with SENDCo	If/when necessary, referred to the school SENDCo
Literacy Gold Assessment – Parental Consent	Parent to discuss with GP – GP sharing to be sent to school
Pastoral Care Officer/SENDCo Observation	
Referral to SALT (Clinic or Traded depending on Child)	Parent to access support themselves e.g. community sessions/Aspire Platform/Triple P
Dependent on need - Aspire Observation	Parents to complete any paperwork required to make referrals
Decisions made on referrals (See examples of referrals below e.g. BSCIP/ADHD/School Nurse/Health Visitor/TAS/Paediatrician)	
Early Help (EH) opened if required - Unless the need is across multiple SEND areas EH not required in most instances. Early Helps to be updated every 10-12 weeks.	
Woodbridge SEND Service Observation	Parents to contact other professionals for support where required e.g. Bolton Information Advisory Service
Educational Psychologist Assessment	
Discussions around SEND status and decisions on next steps including requesting an EHCNA if appropriate. Evidence needed before making the application and a provision map with at least 2 terms of evidence showing support from Wave 3 or 4 (See SEN Information Report)	Parents to engage in regular meetings to discuss next steps and progress

### Examples of Referrals for Each Area of Need

Cognition and Learning	Communication and Interaction	SEMH
<ul style="list-style-type: none"> <li>Below ARE and not making progress through BST – EH – Advice from Woodbridge SEND Service (WSS) (limited sessions) – await advice before referral to EP (limited sessions).</li> <li>Spelling and Reading difficulties - use of Literacy Gold for 2 terms before referrals to WSS (limited sessions).</li> <li>SALT and other Needs –discuss referral through traded (limited sessions) or clinic (waiting list) with SENDCo and potentially open EH.</li> </ul>	<ul style="list-style-type: none"> <li>Only SALT Needs – Single Referral.</li> <li>Social difficulties – Nurture support group from Pastoral care team – potential referral to WSS (limited sessions) if necessary.</li> <li>Apparent Autistic traits (sensory/routine/interaction) – Aspire Observation, SALT Referral and BSCIP Paperwork to be completed – school paperwork can take 9-12 month to gather before submitting to the pathway. EP referral (limited sessions) in most complex cases.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of DV/Trauma – SENDCo to have discussion of Triple P or access to the Aspire Platform with parents before referrals made (will be requested by most agencies as an initial step) – potential referral to Fort Alice/BLGC/iThrive/TAS</li> <li>Apparent ADHD/ADD traits (concentration/hyperactivity) – Support from Aspire – potential referral to CAMHs/EP (limited sessions) where appropriate</li> <li>Mental Health – Nurture/School counsellor</li> </ul>

## Appendix 2: SEND Glossary

Acronym	Meaning	Other Information
ACE	Adverse Childhood Experiences	
ADD	Attention Deficit Disorder	
ADHD	Attention Deficit Hyperactivity Disorder	
ASC/ASD	Autistic Spectrum Condition/Disorder	
ADOS	Autism Diagnostic Observation Schedule	
APD	Auditory Processing Disorder	
APDR	Assess Plan Do Review	
BESD	Behaviour Emotional Social Development.	
BSCIP	Bolton Social Communication and Interaction Panel	
BSL	British Sign Language	
BSS	Behaviour Support Services	Aspire Behaviour Management.
BST	Birmingham SEND Toolkit	Assessment system used in school for children with SEND.
CAF	Common Assessment Framework	
CAHMs	Child and Adolescent Mental Health Service	
CCG	Clinical Commissioning Groups	
CI	Communication and Interaction	
CL	Communication and Learning	
CLA	Child Looked After	
CoP	SEND Code of Practice	<a href="#">CoP</a>
CP	Child Protection	
CTF	Common Transfer File	Sent to school with information for new pupils transferring to us.
DDA	Disability Discrimination Act	
DfE	Department for Education	
DLD	Developmental Language Disorder	
EAL	English as an Additional Language	
EH(A)	Early Help (Assessment)	Use to refer pupils to a range of services. To be reviewed around every 10-12 weeks.
EHCNA	Education, Health and Care Needs Assessment	
EHCP	Education, Health and Care Plan	
EP	Educational Psychologist	
ESCO	Early Support Care Coordination	
EYIF	Early Years Inclusion Funding	
EWO	Education Welfare Officer	
GDD	Global Development Delay	
HI	Hearing Impairment	
HLTA	Higher Level Teaching Assistant	
HV	Health Visitor	
IBP	Individual Behaviour Plan	For children with SEMH/Behavioural needs.
ITP/IEP	Individual Target Plan/Individual Education Plan	ITP (KS1 and KS2) linked to the BST and IEP (EYFS) to set targets for children.
LAC	Looked After Child	
LD	Learning Difficulties	

LO	Local Offer	<a href="#">Bolton's Local Offer</a>
LSA	Learning Support Assistant	
MLD	Moderate Learning Difficulties	
MSI	Multi-Sensory Impairment	
OAP	Ordinarily Available Provision	
OCD	Obsessive Compulsive Disorder	
ODD	Oppositional Defiant Disorder	
OT	Occupational Therapist	
PD	Physical Difficulties	
PDA	Pathological Demand Avoidance	
PECs	Picture Exchange Communication System	
PEEP	Personal Emergency Evacuation Plan	For children with medical needs.
PEP	Personal Education Plan	For Looked After Children.
PEx	Permanent Exclusion	
PM	Provision Map	For children with an EHCP or those likely to need an EHCP to list provision they access.
PMLD	Profound and Multiple Learning Difficulties	
PR	Parental Responsibility	
PRU	Pupil Referral Unit	
PT	Physiotherapy	
QFT	Quality First Teaching	
S&P	Sensory/Physical Needs	
SaLT/SLT	Speech and Language Therapy	
SC	Social Care	
SEMH	Social Emotional Mental Health	
SEND	Special Educational Needs and Disabilities	
SENDCo	Special Educational Needs and Disabilities Coordinator	
SGO	Special Guardianship Order	Another person, usually a close family member, is given special guardianship of a child.
SLCN	Speech, Language and Communication Needs	
SLD	Severe Learning Difficulties	
SM	Selective Mutism	
SNA	Special Needs Assistant	
SpLD	Specific Learning Difficulties	
SPDs	Sensory Processing Disorders	
SSD	Speech Sounds Disorder	
TA	Teaching Assistant	
TAC	Teams Around the Child	
TAF	Teams Around the Family	
TAS	Teams Around the School	
VI	Visually Impaired	
Wave 1	Wave 1 Intervention	Universal - QFT
Wave 2	Wave 2 Intervention	Targeted Support/ Small Group Interventions
Wave 3	Wave 3 Intervention	Specialist Support From Outside Agencies.
Wave 4	Wave 4 Intervention	EHCP In Place. Person Centered Planning with Multi-agency input
WSS	Woodbridge SEND Service	Specialist Outreach Support
YOS	Youth Offending Service	