



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

DREAM • BELIEVE • LEARN • ACHIEVE

# Special Educational Needs and Disabilities Policy (SEND)

**Head teacher:** Lisa Belfield

**SENDCo:** Laraibe Mahmood  
Vahida Patel

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## St James C of E Primary School

### SEND Policy

2020-2021

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# 1. Aims

St James Church of England Primary School believes that every child is special, should be valued irrespective of abilities or individual differences and encouraged to develop to their full potential and contribute to the life of the school.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of a person with a disability but this policy 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

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.

**'Dream, believe, learn, achieve'**

***“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans you give you hope and a future.”***

(Jeremiah 29 v 11)

# 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 (EHC) plans, SEN co-ordinators (SENCOs) and the SEN 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

## 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 (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

a) has a significantly greater difficulty in learning than the majority of others of the same age

b) 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.

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)

**“But Jesus looked at them and said to them, ‘*With men this is impossible, but with God all things are possible.*’”**

**(Matthew 19:26)**

## 5. Areas of Special Needs

The broad area of SEND needs are categorised mainly within four areas. They are listed below with some examples. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction e.g.  
*Autistic spectrum disorder, Asperger’s Syndrome, and Speech, language and communication difficulties.*
- Cognition and Learning e.g.  
*Dyslexia, dyspraxia, specific learning difficulties, moderate learning difficulties, severe learning difficulties and profound and multiple learning 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, visual impairment, multi-sensory impairment 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. The number of children currently on the school SEN list is below the national average of 14.6%.

As a school we have a full time SENDCo-ordinator who is also a class teacher, we have one full time learning mentors and a range of Teaching Assistants (Levels 2-4.) In addition, we purchase specialist support from Aspire, commission 1 day per half term of Educational Psychologist and have a Speech and Language Therapist from integrated services.

## 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, Principal, SENDCO and all other members of staff have important day to day responsibilities teaching SEN children. The SENDCO at St James CE Primary School is Miss Laraibe Mahmood.

The SENDCo will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 SEN up to date

### The SEN 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 governor with responsibility for SEN, works closely with the Principal and SENDCO to review provision and together with the Principal and SENDCO ensure that an SEN 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 to ensure 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 head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The head teacher**

The head teacher will:

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

### **Class teachers**

The SEN Code of Practice clearly acknowledges the importance allocated to the class teacher regarding pupils with SEN/SEND.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **8. SEND Provision**

Children with special needs should have access to a broad and balanced curriculum whenever possible. Each teacher should differentiate work accordingly to provide for the needs of the children in the class. All classrooms have adopted a dyslexia friendly approach to displays and provision which is proven to benefit all learners. Extra support staff will be available to support within the class to enable the children with SEND to access the curriculum. For children who need more support, outside agencies will be approached and specific time will be given to children with specific problems.

Jesus said, "***Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.***" ***When he had placed his hands on them, he went on from there.***

(Matthew 19:13-14)

## 9. Resources

Funding is addressed 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 children in light of 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 and/or learning support assistants.
- Withdrawal support either individually or in small groups with specialist teachers and/or learning support assistants.

We also have additional curriculum resources in school to aid the learning of pupils with SEND. These are kept centrally with each teacher having access to materials which will benefit individual children.

## 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, 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. They may be mild or severe, short or long term. It is important that these pupils are identified quickly.

The school will assess each child's current levels of attainment on entry to nursery or school 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 through Early Years Support from the Early Years setting and the SENDCo 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 the next steps of the child's learning.

- Involve parents in implementing a joint learning approach at home.

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.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENDCo will have responsibility for ensuring that the records are kept and made available as needed. If school refers a child for a statutory assessment, they should provide the LA with a record of their work with the child including the arrangements they have already made.

### **MONITORING CHILDREN'S PROGRESS**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for actions evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

### **CHILDREN ACCESSING SEND SUPPORT**

School has regard to the Code of Practice (2015) in identifying and meeting all aspects of SEND need. Practice reflects the graduated response, and '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 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 School Offer document)

Pupils receive appropriately differentiated work set by the class teacher.

Support may include:

- Low level access to a classroom assistant
- Additional ICT provision to support literacy / numeracy objectives
- Behaviour Reward Systems
- Small group teaching
- Regular contact with parents

All vulnerable learners will be included on a cohort provision map which outlines and monitors additional intervention within the year group.

This enables school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Monitor effectiveness of 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, providing a tool for self-evaluation.

### **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.

(Cycle of planning, action and review.)

- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries/pre-school
- Information from previous schools
- Information from other services

### **STAGE 2. Further Targeted Support and involvement of outside agencies (See waves 2 and 3 strategies and intervention in our School Offer document)**

Support may include:

- 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 differentiated curriculum on offer for all other pupils. i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- The child being added to the school SEN list and support will be documented on an IPM (Individual Provision Map)
- Child may be referred to an outside agency for support, via an EHA (Early Help Assessment) form where there is multi-agency involvement. See list of outside agencies that support school in Appendix 2. 9
- Guidance from outside agencies involved in supporting the child's learning will be taken account of in the planning and delivery of interventions.
- High level access to Teaching Assistant.
- Some 1: 1 intervention
- More intensive group teaching
- Behaviour reward systems / Regular contact with parents
- Undertaking, more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.

### **STAGE 3. Referral for EHCP (Education, Health and Care Plan) Stage**

When the provision is costing school more than an additional £6000 per year, pupils may be referred for an Education, Health and Care Plan assessment.

If school decides this is necessary, they will consult closely with parents, gather all evidence required and refer to the LA's 'High Needs Block' file matrices (located in the SENDCo's classroom) for procedural information and follow guidance around initiating an EHCP assessment from the Local authority.

Pupils who access the referral level do so after close consultation between all involved agencies. It is the decision of the Local Authority in conjunction with Health Professionals and other agencies, to allocate extra provision.

## **12. SEND funding**

SEND funds, for non-statemented children, 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 £6000), towards the costs of provision for pupils with high needs.

## **13. Partnerships with parents**

Parents of children with SEND are kept fully informed of the provision that is being made for their child. Please see our 'School Offer' document for more detail regarding how and when parents and children with SEND are consulted.

## **14. Admission arrangements**

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

## **15. Access and facilities for the disabled**

St James is a modern, purpose built building and as such can accommodate children with mobility difficulties. The building is all on one level with ramps down to the playgrounds. The school does not currently have a wet room, hoist or changing facilities other than those within the nursery.

## **16. Medical needs**

If a child has SEN and 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 medical needs can be met. An individual Medical Care plan will be completed and reviewed regularly. School will ensure sufficient and suitable training 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 SEN List. 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 drawing up IEPs, IPM and other SEN documentation for the children in their class. The SENDCo and the Principal hold regular meetings to review the work of the school in this area. The SENDCo and the SEN 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 show that the child with SEND is making appropriate progress.
3. If parents are involved in the process of helping their child with SEND
4. If the Principal and SENDCo report to the governors regularly
5. If the governors inform parents annually about SEND at St. James CE Primary School through their published offer.

6. If resources for SEND are being used successfully throughout the school.

## **18. Arrangements for in-service training**

In service training will be provided to improve teachers' ability to identify, assess and provide for pupils with SEND. In service training will also be provided to update teachers with changes in policy and procedure. It is the responsibility of the SENDCo to tell all staff about new ideas and initiatives and to ensure all staff are comfortable with the implementation of these.

## **19. Arrangements for considering complaints**

If a parent has any complaints about SEND provision for their child they should first arrange to see the class teacher to discuss their concerns. If a parent is still not satisfied then the SENDCo-ordinator and the Principal may become involved. Parents/carers can also refer to our Schools Complaints Procedure.

## **20. Liaison**

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery and home. Staff from receiving secondary schools obtain 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 every three years, or sooner if necessary, or in response to changes in National SEND Policy.

Policy Updated:

- September 2005
- March 2007
- July 2011
- March 2013
- July 2014
- January 2018
- January 2019
- January 2020
- Septemeber 2021

Appendix 1: Flow chart of 'Plan, Do, Review' cycle – criteria for placing children on, and removing children from, the school SEND list.

