



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

DREAM • BELIEVE • LEARN • ACHIEVE

# Special Educational Needs and Disabilities Policy and Procedures

Date of Last Review: January 2019

Next Review: July 2021

## Special Educational Needs and Disability Policy Statement

**"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."**

**Jermiah 29 v 11**

St James CE 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 a special educational need will meet the definition of a person with a disability but this policy covers all of these pupils.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

*A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or a 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 a 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 school or post 16 institutions*

The SEND Code of Practice: 0-25 years (2015)

### **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)

### **AREAS of SPECIAL EDUCATIONAL NEED**

The SEN Code of Practice 0-25 yrs (2015) sets out four key areas of SEN

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

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

This policy aims to address the needs of these pupils.

Although there are acknowledged links (in some circumstances) with pupils who have English as an additional language (EAL), this is a separate area of provision and is accordingly addressed through a separate policy. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

At St James CE Primary School we assess individual progress so that we know precisely where children are in their learning development. To ensure we maximise progress of pupils with SEN we:

- Place high importance on parental involvement around children's needs
- Set challenging, yet achievable targets that stretch children's learning and development. We record these in Pupil Passports
- Track progress of pupils and discuss this and progress in relation to targets set, within the context of twice annual pupil progress meetings
- Monitor and review provision that is additional and different to the main class teaching termly.

In practical situations in everyday settings, the best early years settings and colleges do what is necessary to enable children and young people to achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or a young person or special educational provision for a child or young person with SEN.

(The SEND Code of Practice 0-25 yrs: 1.34:2015)

## **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 SEND Co-ordinator who is also a class teacher, we have two full time learning mentors and a range of Teaching Assistants (Levels 2-4.) In addition, we purchase two days a week of specialist support from Aspire, commission 1 day per half term of Educational Psychologist and have a Speech and Language Therapist half a day per week.

## **THE GOVERNING BODY**

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 CLASS TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information pertaining to the pupil
- In collaboration with the SENDCO, develop Pupil Passports for children with identified SEND.
- Working with SEN pupils on a daily basis to deliver the Individual Education / Learning Plan targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

## **SPECIAL EDUCATIONAL NEEDS AN DISABILITY CO-ORDINATOR**

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 Mrs Fiona M Smith.

## **THE SENDCOs RESPONSIBILITIES**

The SEND Coordinator (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants with SEND responsibilities
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the delivery and organisation of in-service training of staff

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

## **ADMISSION ARRANGEMENTS**

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

## **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.

## **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.

## **SEND PROVISION FOR PUPILS**

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.

## **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.

## **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.

### **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. ie 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.



- 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.

### **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.

### **Partnership 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.

### **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 IPMs 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 named 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.

#### **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.

#### **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.

#### **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.

### ROLES AND RESPONSIBILITIES

People in the Process	Responsibilities
<p><b>Special Needs Co-ordinator (SENDCo)</b></p> <p><b>Miss L Mahmood</b> <b>Mrs V Patel</b></p>	<ul style="list-style-type: none"> <li>• Co-ordinating Special Educational Needs provision.</li> <li>• The day-to-day operation of the school's SEND policy.</li> <li>• Reviewing and updating the SEND policy.</li> <li>• Advising teachers on strategies/teaching approaches so children with SEND can access planned learning objectives.</li> <li>• Working closely with the Principal and the SLT, the teaching and support staff in co-ordinating provision for children with SEND.</li> <li>• Maintaining the school's SEND list.</li> <li>• Monitoring the progress and attainment of SEND children.</li> <li>• Overseeing the records kept by class teachers (SEND files) on all pupils with special educational needs, which form part of the pupil's Individual Provision Maps</li> <li>• Liaising with the parents of children with SEND</li> <li>• Managing the teaching assistants (professional development and appraisal)</li> <li>• Contributing to the training of staff and governors</li> <li>• Regular liaison with SEND governor</li> <li>• Managing and monitoring pupils access to Intervention Programmes</li> <li>• liaising with all external agencies involved in supporting our children with SEND</li> <li>• Keeping up to date with LA and Government developments regarding SEND provision and ensuring school policy and practice adheres to</li> </ul>

	<p>the Code of Practice, 2014.</p> <ul style="list-style-type: none"> <li>• Making referrals for children to access outside agency support</li> <li>• Organising and delivering annual review meetings for children with EHCP plans.</li> </ul>
<b>The Governing Body</b>	<ul style="list-style-type: none"> <li>• liaising with the SEND Coordinator and the Principal.</li> <li>• reviewing annually with the Inclusion Coordinator, the school's SEND policy with regard to the Code of Practice, 2015..</li> <li>• participating in appropriate training.</li> </ul>
<b>The Principal</b>	<ul style="list-style-type: none"> <li>• To ensure that the daily management of SEND provision is effective.</li> <li>• To work closely with the SENDCo and the teaching and support staff.</li> <li>• To keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND.</li> <li>• To inform parents when SEND provision has been made for their child.</li> </ul>
<b>The Class Teacher</b>	<ul style="list-style-type: none"> <li>• Quality first teaching for every child.</li> <li>• Identifying that a pupil has special educational needs.</li> <li>• Planning what each pupil should learn and differentiating tasks to ensure all children's needs are met.</li> <li>• Teaching pupils at all levels of response as outlined in the draft code of practice.</li> <li>• Planning for, deploying and supervising the work of any teaching assistants involved in the Children's learning.</li> <li>• Assessing and recording progression in learning</li> <li>• Regularly informing the SENDCo about progress of children with SEND</li> <li>• Updating Cohort and Individual Provision Maps at least termly.</li> <li>• Meeting at least termly with parents of SEND children to fully involve them in the support and provision for their child.</li> </ul>

<b>Teaching Assistants / SEN Assistants</b>	<ul style="list-style-type: none"> <li>• Supporting SEND pupil in accessing the curriculum during learning activities, as directed by the class teacher.</li> <li>• Assist in preparing the learning environment for children with SEND</li> <li>• Observe and report on pupil performance, communicating information to the class teacher and to parents, under the guidance of the teacher or SENDCo</li> <li>• Contribute to the overall wellbeing of SEND pupils, promoting their social and emotional development</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• To work closely with the school in order to develop a partnership that will support pupils identified as having SEND.</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• To make pupils aware that they can be a partner in the delivery of their individual programme as set out in their IPM.</li> </ul>

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

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

