



**St James's C of E  
Primary School**

Faith Friendship Fulfilment

## **Special Educational Needs and Disability (SEND policy)**

**Ratified on:** 21<sup>st</sup> March 2024

**Ratified by:** L. Salton-McLaughlin

**Review date:** March 2025

Written by: Hannah Scott

This SEND policy was developed through consultation with other local Dudley primary schools and complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 Guidance (2014)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This policy has been written with reference to the following guidance and documents:

- **Equality Act 2010; Advice for Schools (February 2013)**
- **Children and Families act 2014**
- **Schools SEN Information Report regulations (2014)**
- **SEND Code of Practice 0 – 25 (2014)**
- **Statutory Guidance on supporting pupils at school with medical conditions (2014)**
- **The National Curriculum in England Key Stage 1 and 2 Framework – (2013)**
- **Safeguarding Policy**
- **Accessibility Plan**
- **Teachers Standards (2012)**

Key people relating to this policy:

**Head Teacher:** Mrs Natalie Sefton

**Special Needs Coordinator (SENCo):** Miss Hannah Scott (PG Cert National Award for SENCo Accreditation)

**Contact details:** 01384 818810

**School Governors with SEND responsibility:** Mr Matt Loftus

**Designated Teacher with Specific Safeguarding Responsibility:** Mrs Emma Jones

**Designated Teacher for Looked After Children:** Mrs Laura Plant

All teaching and support staff

**SEN = Special Educational Needs**

**SEND = Special Educational Needs and/or Disabilities**

## **Mission Statement**

At St James's C.E Primary School we recognise that every child is an individual. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities (SEND) are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. We believe at St James's that every teacher is a teacher of every child, including those with SEND.

## **Information about the school**

St James's C.E Primary School has approximately 408 pupils and is situated on a residential housing estate in Wollaston, Stourbridge. The school has a pre-school on site. 14.7% of the pupils in the school have registered an entitlement to free school meals and 16% of our pupils are recorded as having SEND.

## **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2013), in line with the Special Educational Needs and Disabilities Code of Practice 0-25 (2014). We aim to:

- Ensure that the needs of all pupils are met.
- Raise the aspirations and expectations of all pupils with SEND.
- Provide equal opportunities for all.

## **Objectives**

- To identify the needs of pupils with SEND as early as possible by gathering information from parents, education, health and care services and early years settings, prior to the child's entry into the school.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND and to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Head teacher and will be carefully monitored and regularly reviewed

in order to ensure that individual targets are being met and all pupils' needs are catered for.

- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- To create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged throughout school by wider opportunities such as School Council, Worship Committee, Librarians, Learning Ambassadors, House Captains, Peer Mentors, residential visits, school plays and sports teams.

### **Identification of Pupil Needs**

At St James's C.E Primary School we adopt the definition of SEND as stated in the Special Educational Needs Code of Practice 0-25 (2014):

***A child or young person has SEN if they 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:***

- ***has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils with SEND may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘**...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

There are other factors which can impact upon progress and attainment. These include:

- Disability (the SEND Code of Practice outlines the ‘reasonable adjustments’ that schools must make to ensure that disabled children are not put at a significant disadvantage compared with their peers. Children who have sensory impairments or long term health conditions do not necessarily have SEN.)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a child that is looked after
- Being a child of serviceman/woman

## **SEND Register**

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision. The SEND register is held centrally by the SENCo.

If successful progress is made over the period of a whole year, and it is deemed that the pupil no longer needs any support, he/she may be removed from the register altogether. The pupil may be added again at any time in the future if necessary. The register entry includes the names, dates of birth and SEND needs/provision of all pupils receiving targeted or specialist SEND support, and/or have an EHCP. The names of these pupils are included on the annual school census.

## **A Graduated Approach to SEND Support**

**Quality First Teaching:** At St James's C.E Primary School we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. Where children may be identified as experiencing a difficulty, the following steps will be taken:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored.
- b) Once a pupil has been identified as a concern, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted (as needed) for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

i) Parents' evenings are used to monitor and assess the progress being made by children.

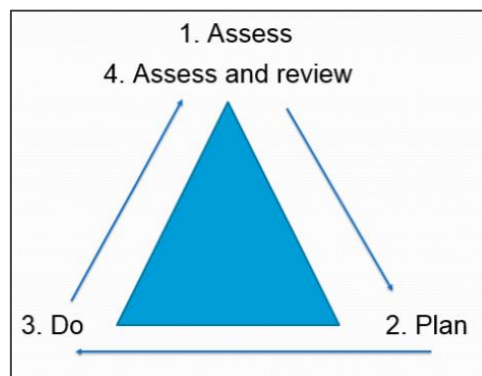
### **SEND Support**

Some children need educational provision that is additional to, or different from, that made generally for other children.

Where it is determined that a pupil has SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and thus remove barriers to learning.

The support provided consists of a four-part process:

- Assess • Plan • Do • Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment,

comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support, interventions and make links with classroom teaching. Further assessment of the pupil's strengths and weaknesses, problem solving and advice on the implementation of effective support will be provided by the SENCo.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary, their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and



development, making any necessary amendments going forward in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 817373

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

## **Education, Health and Care Plans (EHCP)**

Following Statutory Assessment, an EHCP will be provided by Dudley Local Education Authority if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **Arrangements for coordinating SEND provision**

SEND records linked to the 'Assess – Plan – Do – Review' cycle are maintained for individual pupils. All staff can access:

- SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

## **Admission and Inclusion Arrangements**

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of an EHCP must do so through the Dudley LA's SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

### **Liaising with External Agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which we may draw upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Service)
- Language and communication difficulties (Speech & Language Service)
- Behavioural, emotional and social difficulties (Pupil Referral Units - PRUs)
- Sensory impairments (Physical Impairment and Medical Inclusion Service - PIMIS)
- Autistic spectrum (Autism Outreach - AOS)
- Educational Psychology Service (EP)
- Community Paediatrician
- Integrated Early Years Service (for Pre-School) (IEYS)
- Visual Impairment (VI)
- Hearing Impairment (HI)
- Home and Hospital (Cherry Tree)
- Child and Adolescent Mental Health Service (CAMHS)
- Physiotherapy
- Occupational Therapy
- Social Care
- Dudley Counselling

Referrals to these services will be made by the SENCo in discussion with class teachers and will always be shared and agreed with parents/carers.

## **Transition**

**Inter-School/Nursery to School Transfers:** Records are received from previous schools/year group and passed to class teachers and the SEN team. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged.

**Transfer to Secondary School:** The SENCo meets with secondary SENCo's to discuss the Special Educational Needs of children moving to Year 7. All records are passed on to secondary SENCo's.

## **Supporting Children with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement or EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

## **Monitoring and Evaluating SEND**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done through discussion and progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEND provision and interventions are recorded on a provision map, which is updated as the intervention evolves. These are updated by the class teacher and are monitored by the SENCo. These reflect information passed on by the SENCo at the beginning of an academic

year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Training and Resources**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo holds a Post Graduate Certificate in the National Award for SENCO Accreditation, awarded by the University of Birmingham. The SENCo attends relevant SEND courses, including Dudley's SENCo network meetings, in order to keep up to date with local and national updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

### **Roles and Responsibilities**

**The Special Educational Needs Co-ordinator:** All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

SEND at St James's School is led by the Special Educational Needs Co-ordinator, Miss Hannah Scott, who works directly with pupils, staff, parents and outside agencies.

### **SEND Governors**

Two members of the Governing body also take a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The governors are Mr Lee Salton McLaughlin and Mr Matt Loftus.

### **Teaching Assistants (TAs)**

Our TAs are class based in the mornings, to support teachers in delivering targeted support during literacy, numeracy, guided reading and phonics. In an afternoon, TAs may work across school to offer small group or 1:1 support to those children with higher levels of need at a SEN Support level. Their work is carried out under the direction of the class teacher, SENCo and/or external agencies, following targets which are set for the child and recorded on an Individual Support Plan (ISP).

Intervention groups include a wide range of intervention programmes including Numicon, Little Wandle Phonics, Precision Teaching and Get Moving, amongst others.

We also run interventions which provide support for children with social, emotional and/or behavioural difficulties. From April 2024, we will also have intervention from the Reflexions Team.

### **Accessibility**

The school complies with all the relevant accessibility requirements. Please see the school Accessibility Plan for more details.

### **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, who will be able to advise on formal procedures for complaint.

### **Bullying**

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. We have a comprehensive bullying policy available to staff and parents.