



# ST JAMES

C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE



## *SEND Policy*

*Policy Adopted: July 2014*  
*Policy Ratified: September 2014*  
*To be reviewed: July 2017*  
*Signed Principal:*  
*Signed Chair of Governors:*

## SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT

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 SEN meet the definition of a person with a disability but this policy covers all of these pupils.

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The draft Code of Practice suggests that a child has special educational needs if he or she does not make adequate progress once they have accessed all the intervention / adjustments on offer through good quality personalised teaching. This may mean they are experiencing SEND.

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and/or physical needs;
- medical conditions.

At St James CE School we believe that children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision means:*

- a) *for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area*
- b) *for children under two, educational provision of any kind. (Education Act 1996)*

### ***Definitions in the Children Act 1989 and the Disability Discrimination Act 1995***

*A child is disabled if they are blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.  
(Children Act 1989)*

*A person has a disability for the purpose of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.  
(Disability Discrimination Act 1995)*

### **AIMS**

*It is the aim of this school to provide every child with the best education possible.*

*Special Educational Needs will be met through a co-ordinated school approach including all resources, human and material, to encourage the development of all children to their full potential.*

*Every child is entitled to a broad, balanced and differentiated curriculum including all aspects of the National Curriculum, which responds to their individual needs.*

*This SEND policy details how St James will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.*

*We aim:*

- (a) to identify pupils with SEN and disabilities as early as possible and ensure that their needs are met.*
- (b) to have in place systems whereby all adults are aware of such pupils.*
- (c) to be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, LA and outside agencies.*

(d) to ensure that all learners make the best possible progress.

(e) to ensure pupils with special educational needs and disabilities take a full and active part in school life.

St James CE Primary school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical.

St James CE Primary School will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their full potential. At St James CE Primary School we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents, regardless of whether their child has special educational needs or not, will be treated as partners in their child's education. Parents of children with special educational needs will sometimes require a more active partnership through an ongoing dialogue and meetings with parents and carers, sometimes involving external support.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views are sought about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### CO-ORDINATORS

Mrs. J. L. Latham.

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.

All teachers are teachers of children who have special educational needs and have the responsibility for meeting those needs in the classroom. They should be informed about the nature of children's needs and should have access to advice and support both within school and from outside agencies. Inservice training should be available to improve teacher's abilities to identify, assess and provide for pupils with SEND.

### ADMISSION ARRANGEMENTS

St James CE School believes that pupils with special needs, including those with statements, 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. We have disabled toilet facilities.

### 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. 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, via I.P.M.'s (Individual Provision Maps) and statements.

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 Action* and *Early Years Action Plus* 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 draft Code of Practice (2014) 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 a single service referral form, or a CAF (Common Assessment Framework) 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 SNA/CA (Jacqui can you expand these abbreviations)
- 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/Statemented Provision**

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.

Post September 2014, children who currently have a statement of SEN will continue to receive support as outlined in their statement for the time being. Bolton LA are planning to convert all Statements of SEN into EHCPs by 2018.

### **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 termly.
5. If the governors inform parents annually about SEND at St. James CE Primary School through their published offer.
6. If the SEND Action Plan for the school is being met and regularly reviewed.
7. 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.

### 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.

### STAFFING AND OUTSIDE AGENCIES

At St. James CE Primary School we currently have the support of two HLTAs (higher level teaching assistants), several Teaching Assistants with varied qualifications and expertise, 2 Learning Mentors to assist teachers on a daily basis. This support is given to all children whom we feel will benefit from this, children at School Action Plus and beyond will receive targeted support from a named member of staff. School also buy in the support of a Speech therapist for those children with speech difficulties.

Time is available where the SENDCo can offer advice in planning and support for both children and staff regarding implementation of the schools SEND Policy.

- Other Local Authority Support Services such as:- Behaviour Support, Ladywood Outreach, Educational Psychologist, Special Needs Assistants (S.N.A.) are also working in school on a regular basis to support children with SEND

- Teaching Assistants are employed to concentrate on children who it is felt will benefit from a more concentrated focus 1-1 / small group work.
- Learning Mentors will work with children with EBD / access issues.
- Links with health & social services e.g. school nurse.

### 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 Statemented pupils.

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

<i>People in the Process</i>	<i>Responsibilities</i>
<i>Special Needs Co-ordinator (SENDCo)</i>	<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</li> </ul>

	<p>children.</p> <ul style="list-style-type: none"> <li>• Overseeing the records kept by class teachers (SEND files) on all pupils with special educational needs, which form part of the pupils' 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 the Code of Practice, 2014.</li> <li>• Making referrals for children to access outside agency support</li> <li>• Organising and delivering annual review meetings for children with statements of SEND and EHCP plans.</li> </ul>
<p><i>The Governing Body</i></p>	<ul style="list-style-type: none"> <li>• liaising with the SENDCoordinator and the Principal.</li> <li>• reviewing annually with the Inclusion Coordinator, the school's SEND policy with regard to the Code of Practice, 2014.</li> <li>• participating in appropriate training.</li> </ul>

<p><i>The Principal</i></p>	<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>
<p><i>The Class Teacher</i></p>	<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>
<p><i>Teaching Assistants / SEN Assistants</i></p>	<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</li> </ul>



	<p>and to parents, under the guidance of the teacher or SENDCo</p> <ul style="list-style-type: none"> <li>• Contribute to the overall wellbeing of SEND pupils, promoting their social and emotional development</li> </ul>
<i>Parents</i>	<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>
<i>Pupils</i>	<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*

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

