

# **St James' CE Primary School**



## **SEND Policy**



*St James' Church of England Primary School*

**British Values Curriculum Policy Statement**

**St James' Church of England Primary** is a school built on Christian beliefs and values. However, we recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition.

We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain.

Where it is appropriate and pertinent we aim to teach, reinforce and develop our inherent British values both within our school practices (please refer to our British Values Statement) and within our curriculum coverage.

This statement outlines the key British values we actively promote within the curriculum.

- **Democracy**
  
- **Mutual Respect**
  
- **Individual Liberty**
  
- **Tolerance for those of different faiths and beliefs**
  
- **The Rule of Law**



# St James' Church of England Primary School

## SEND POLICY

### INTRODUCTION

It is our belief that all children are entitled to an education which meets their individual needs, delivered in an inclusive community where inclusive policies underpin and promote inclusive practice.

Our school philosophy is that all children are entitled to a broad and balanced curriculum, differentiated where necessary to meet their needs and that those needs are best met alongside their peers.

Children may have special educational needs either throughout, or at any time during their school career. These children may need a degree of extra help either on a short-term basis or to address more long-standing needs.

We firmly believe that the most effective way of supporting and addressing special educational needs is to form close links between home and school.

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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.

**(Ref. SEND Code of Practice 2015).**

## DISABLED CHILDREN

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 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.

**(Ref. SEND Code of Practice 2015).**

## OBJECTIVES

- to create an inclusive environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process (including parents, children);
- to identify the roles and responsibilities of staff in providing for children’s special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to actively involve pupils in a sensitive and non-stigmatising way in the Individual Support Plan (ISP) process to promote improved confidence and self-image.

## ARRANGEMENTS FOR CO-ORDINATING THE SEN PROVISION

### The Role of the Governing Body

- to co-operate with the headteacher to determine the school’s general policy and approach to provision for children with SEN;
- to establish the appropriate staffing and funding arrangements;
- to maintain a general oversight of the school’s work;
- to approve and publish the SEND policy annually.

**SEND Governor – Mrs Gill Haydock**

### The Role of the Executive Headteacher

- to be responsible for the day-to-day management of provision for children with SEN;
- to keep the governing body fully informed;
- to work closely with the school’s SENCO

**Executive Headteacher – Mrs Jennifer Young**

### The Role of the SENCO

In mainstream primary schools the key responsibilities of the SENCO may include;

- overseeing the day-to day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

**SENCO – Mrs Andrea Conant**

#### ADMISSION ARRANGEMENTS

St James' Church of England Primary School acknowledges its statutory duty to provide a mainstream school place for all pupils regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child and we aim to meet all children's needs.

#### FACILITIES – EDUCATIONAL ACCESS

We employ several Learning Support Assistants whose role it is to support individuals or groups of children who need extra help in order to access the curriculum. These LSAs work closely with the class teachers and use the recommendations of the children's Individual Support Plan in order to support learning and assist the children in the reaching of their targets.

#### ALLOCATION OF RESOURCES

- the SENCO is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with Education, Health and Care Plans;
- the headteacher informs the governing body of how the funding allocated to support special educational needs has been employed;
- the headteacher and the SENCO meet annually to agree on how to use funds directly related for the next school improvement plan.

#### IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

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.

## IDENTIFICATION OF PUPILS WITH SEN

### FIRST CONCERNS

If there is a concern in school about a child or parents raise worries with us, the class teacher will talk to parents. If we agree that this is the best way forward, closer observation and monitoring of progress will be carried out. An appropriately differentiated programme will be set aimed at encouraging the child to make better progress. The class teacher may also suggest ways in which parents can help at home.

To help identify children who may have special educational needs, schools can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against age related expectations.
- their performance against age related expectations within the National Curriculum standardised screening or assessment tools

These pupils will be recorded in 'Tier 1' of our SEND register, so that we can closely monitor their progress. If progress is made, the pupil will be removed from the register however progress will be continually monitored.

### SEN Support

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment

- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree.

The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

These pupils will be recorded on our SEN register, so that we can closely monitor their progress. These pupils may receive an Individual Support Plan (ISP) which includes detailed targets and strategies to support them. This will also be outlined on the SEN register and our provision map.

#### NATURE OF INTERVENTION

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LEA support services for one-off or occasional advice on strategies or equipment.

#### INDIVIDUAL SUPPORT PLANS

An Individual Support Plan (ISP) may also be used to record support which is additional to, or different from, the differentiated curriculum provided for all children and will focus upon individual targets that match the child's identified needs. It will include information about:

- The identified needs of the child
- The teaching strategies to be used
- The additional provision to be put into place
- Specific targets set for the child
- Outcomes (recorded when ISP is reviewed)

ISPs will be discussed with the child and parents at termly meetings with the class teacher. Any advice and recommendations from outside agencies will be used to inform provision, target setting and strategies used. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### Further SEN Support

A request from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's ISP. External support services, may see the child so that they can advise teachers on new ISPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The resulting ISP for the child will document fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ISP continues to be the responsibility of the class teacher.

### ADDITIONAL FUNDING AND EHCP

Sometimes children need very special help. Support and discussions will be carried out with parents if the school thinks the child needs a referral for further assessment. At this stage very detailed assessments and reports are compiled and we would make a request for Enhanced Funding or an Education Health Care Plan (EHCP) in consultation with the LEA and other agencies. The report sets out the difficulties the child is experiencing and also what teaching help and classroom support the child is to receive.

These pupils will be recorded under Teir 3 & 4 of our SEN register, which outlines their area of need and the provision they receive. These pupils will have an ISP, reviewed termly, and also an annual review where progress can be reviewed.

### ANNUAL REVIEW PROCESS

An annual review meeting takes place for pupils in receipt of Enhanced Funding. At St James' Primary School, we use this time to consider the progress the pupil has made over the previous review period and will sometimes invite other involved professionals. The pupil's view is taken into account prior to the meeting and where appropriate the pupil may attend part of the meeting. The annual review will focus on what the child has achieved as well as identifying targets which will form the basis of the new provision agreement.

Annual reviews for pupils with an EHC plan are carried out in accordance with the Code of Practice. This will also consider whether any amendments need to be made to the description of the pupil's needs, or the provisions of the EHC plan. The pupil's view is taken into account prior to the meeting and where appropriate the pupil may attend part or all of the meeting. Parents and all relevant professionals will be



invited to this annual review. The annual review will focus on what the child has achieved as well as identifying any difficulties that need to be resolved.

For children with Enhanced Funding or EHCP, the focus of the review in Year 5 will be to give clear recommendations as to the type of provision the child will require at the secondary school stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school will be invited to attend the final annual review to allow the receiving school to plan an appropriate ISP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

#### ACCESS TO THE CURRICULUM INCLUDING THE NATIONAL CURRICULUM

All pupils follow the National Curriculum except where disapplication is clearly indicated and this decision is fully supported by the LEA. Pupils who need it are withdrawn for short periods for individual programmes based on their ISPs. Care is taken not to disadvantage pupils by this withdrawal.

#### INCLUSION ARRANGEMENTS FOR PUPILS WITH SEN

All pupils play a full part in the life of the school. They have entitlement to all curricular and extra-curricular activities carried out in school. Reasonable adjustment will be made to ensure participation for all children in all activities including trips and visits. The pupils who need individual tuition are withdrawn only for short periods.

#### EVALUATING SUCCESS

Our aim is that this policy will ensure:

- Children with SEN are being identified earlier;
- ISPs are specific, measurable and achievable;
- ISPs are reviewed each term

#### RESPONSE TO COMPLAINTS

Young people have a right to be treated with dignity and respect, and to be valued for who they are and what they bring to our school. In line with the Code of Practice, parents have a right to complain if they are not happy about the service that their children receive from the LA and its schools. Through the complaints process we will:

- Investigate the complaint carefully
- Recognise when a mistake has been made
- Take action to prevent the problem happening again
- Review and explain what has gone wrong.

At St James' Primary School, we ask parents to follow the procedure. A summary of the procedure is as follows:

- Step 1: Talk to the class teacher and SENCO (appointments might be necessary)
- Step 2: Meet the Head teacher (sometimes complaints might go straight to the Head Teacher)
- Step 3: Go to the Governors (meetings are arranged by the School Office)

- Further appeal can be made to the LDST Operations Team

If a complaint is made regarding SEN statutory assessments, we encourage parents to meet with the SENCO and then put their complaint in writing to St Helens Education Department.

#### MONITORING ARRANGEMENTS

This policy is a working document; the SENCO, Link Governor and Head Teacher have reviewed it as at the dates specified. We continue to work towards greater inclusion of parents and pupils in the review process, as well as the development of more rigorous evaluation and assessment of a pupils' learning; the learning environment, and the teaching methods being used to meet the needs of our pupils. This policy will be reviewed annually. It will be approved by the governing board.

Updated Autumn 2022