




**ST JAMES CofE JUNIOR SCHOOL**

**Special Educational  
Needs & Disabilities  
(SEND) Policy**

**2020-2021**

Document Control

Author/Contact	Victoria Pickering	
Document Path & Filename	Staff shared/Policies, Protocols and Procedures	
Document Reference		
Version	Version 3	
Status	Current	
Publication Date	March 2020	
Related Policies		
Review Date	March 2021	
Approved/Ratified by:		Date:
Name: <b>REV. R JACKSON</b>		<b>13/7/2020</b>
Position: <b>CHAIR OF GOVERNORS</b>		
Signed: 		
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Version	Date	Comments	Author
2	March 2019	Complete re-write	V. Pickering
3	March 2020	Slight amendments	V. Pickering

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## Aims and objectives

At St James C of E Junior School we pride ourselves on creating a nurturing atmosphere, where our children are given varied opportunities. Believing in the unique individuality of every child, we endeavour to provide each child with the knowledge and skills to confidently work towards their full potential. We firmly believe in developing the whole child and provide opportunities for each and every pupil to shine.

The main aims and objectives of this policy are to make clear the ways in which:

- we identify and support our pupils
- we raise the aspirations of and expectations for all pupils with SEN
- we explain the roles and responsibilities of those involved in providing for pupils with SEND
- we report to all parties
- we monitor our provision

## Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25 years](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report
- Statutory guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Equality Act (2010)
- Safeguarding Policy
- Accessibility plan
- Teachers Standards (2012)
- St James CofE Junior School will ensure it meets its duties under the Schools Admissions Code of Practice by not refusing a child admission based on any Special Educational Needs.

This policy also complies with our funding agreement and articles of association.

## Definitions

A child is considered to have a Special Educational needs if they;

- 1) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;

- 2) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

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 day to day activities'.

### **Equality Act (2010)**

There are other factors which may impact progress and attainment which may not be SEN related. These are needs which we would aim to recognise and support.

They include:

- Attendance and punctuality
- Health and welfare
- Having English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a looked after child (LAC)
- Being a carer
- Being the child of a Serviceman/woman

The **SEND Code of Practice 2015** identifies four categories of need and support.

#### Communication and interaction

Children with SLCN (speech, language and communication needs) have difficulty in communicating with others. This may be due to a number of reasons including; not understanding what is being said to them, not being able to say what they want to or because they don't fully understand the rules of communication.

#### Cognition and Learning

Children with specific needs may learn at a slower pace than other children and may have difficulty in developing literacy and numeracy skills or understanding new concepts. Learning difficulties cover a wide range of needs including MLD (moderate learning difficulties), SLD (specific learning difficulties) and PMLD (profound and multiple learning difficulties)

#### Social, emotional and mental health difficulties

Children may experience difficulties which present themselves in different ways. These may include: becoming withdrawn or isolated, displaying challenging/disturbing behaviour and being disruptive. The behaviours may be as a result of underlying mental health issues such as anxiety or depression, self-harming, substance abuse, eating disorders or physical symptoms which are medically unexplained.

#### Sensory and/or physical needs

Some children may have a disability which prevents or hinders them from making use of the educational facilities provided. As a result of this they require special educational provision which could come in the form of ongoing support or special equipment to enable them to access the opportunities available to them.

### Identifying and supporting pupils with Special Educational Needs

At St James CofE Junior School we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Once a SEN has been identified, we will offer a graduated response which enables us to meet the child's needs and involves:

- 1) Establishing a clear **assessment** of the pupils needs
- 2) **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review. This may also include the drawing up of a Pupil Passport which contains relevant stepping stones in supporting the child's development.

Pupil Passports are written and reviewed during the autumn and spring terms and monitored and reviewed accordingly with both pupils and their parents. All passports will be reviewed before a child transfers to a new class or new school and parents and pupils will be invited to take part in the review and target setting process.

- 3) **Implementing** the interventions with support from the SENDCO.
- 4) **Reviewing** the effectiveness of the interventions and making any necessary adjustments.

When moving on to the next Key Stage, the SENDCO will arrange a meeting with the SENDCO and other relevant staff from the new establishment to ensure that a smooth transition is planned for and achieved. This may include the organising of extra visits, small group sessions or summer school.

#### **Exit procedure**

If it is felt a child has made sufficient progress in their area of need and they no longer need provision which is different to or in addition to what is normally on offer, they may be removed from the Barriers to Learning register in School. This would only happen after consultation with and agreement from all relevant parties.

### **Education Health Care Plans**

St James CofE Junior School will, in consultation with parents, request a statutory assessment of SEN when the pupil's needs cannot be met through the resources available within school. If a statutory assessment shows that extra provision can be offered in relation to a child's needs, a child will be given an EHCP. An Education, Health and Care plan is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. The special educational provision described in an EHCP must be provided by the child or young person's local authority. This means an EHCP can give a child or young person extra educational support.

We as a school will meet our duty to respond to any request for information relating to a statutory assessment, to the local authority within 6 weeks of receipt.

Where a pupil has an EHCP, the local authority must review the plan every twelve months (annual review) as a minimum. St James' C of E Junior School will hold annual review meetings on behalf of Cumbria LEA and complete all paperwork required for this process.

If the decision is taken not to issue an EHCP, the school will consider and implement any advice, guidance or recommendations regarding how the pupil's needs can be met through the schools existing provision.

### **Roles and responsibilities**

Supporting children with SEND is a whole school responsibility meaning all staff and governors associated with St James CofE Junior School have specific duties to carry out.

#### **SEND Coordinator**

The **SENDCO** is Mrs Victoria Pickering

In her role as Special Education Needs and Disabilities coordinator she will:

- Work with the head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and access to relevant CPD,
- Monitor the impact of interventions provided to SEND pupils.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

### **SEND Governor**

The SEND governor: Currently Vacant

In her role as SEND governor she will

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

### **Head teacher**

The Head teacher Mr A Beattie will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Ensure that teachers monitor and review pupil's progress during the course of the academic year
- Carefully review the quality of teaching for pupils at risk of underachievement as part of performance management arrangements.
- Provide the SENDCO with the support which enables them to fulfil their responsibilities.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Writing and implementing Pupil Passports.
- Planning for and supporting pupils with SEND to enable them to fulfil their potential.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

### **Support staff**

Support staff in school include: higher level, senior and classroom assistants.

They will:

- Be aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
- Liaise with the class teacher and SENDCO on planning, pupil response and progress observed.
- Support Class teachers and SEND children in working towards targets.
- Deliver extra provision in relation to a child's needs.
- Develop ways to nurture children to build up self-esteem and self-belief in themselves and abilities.

### **Parents and carers**

We would hope that parents and carers of SEND children feel involved and would encourage them to:



- Look for ways to support their child in the home setting and help them with any at home learning opportunities which are may present themselves.
- Speak to their child's class teacher or the SENDCO regarding any worries or concerns in relation to their child.
- Meet with school staff to plan, monitor and review support plans.
- Make school aware of any appointments/ reviews with professionals found away from the school setting.

If you have any worries or concerns about your child, please do not hesitate to contact us.

### Our approach to teaching pupils with SEND

At James CofE Junior School all teachers are responsible and accountable for the progress and development of all pupils in their class. We aim to provide a broad and balanced curriculum for our children in our care. High quality teaching is our first step in responding to pupils who have SEN.

We will also provide the following interventions where relevant:

- Focused spelling support
- Focused numeracy support
- Opportunity to develop a relationship with our learning mentor to discuss any worries or concerns.
- Catch up maths time (half hour after break every day)
- Intervention programmes including:
  - Success in Spelling
  - Toe by Toe
  - Letters and Sounds
  - Read, Write inc
  - Minute a day
  - Socially Speaking and Social Stories
  - Reading intervention
  - Speech work

We try our best to ensure all pupils' needs are met by:

- Use of visual cues and prompts
- Using different groupings
- Giving consideration to teaching style, content of the lesson, ~~etc.~~
- Giving longer processing/thinking times
- Pre-teaching key vocabulary
- Offering instructions in a range of forms
- Making resources and learning aids accessible
- Adult support

### Supporting pupil's with medical conditions

We recognise that pupils with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical education.

If a child is disabled, we will comply with our duties under the Equality Act 2010 to ensure they are able to have equal opportunities.

### Funding

St James' C of E Junior School's funding for SEND is mainly allocated to the school's budget. Personal budgets are only available to pupils with an EHCP or pupils who are under-going an assessment for an EHCP. This funding can, under certain conditions, be available to parents/carers for them to organise their own provision.

### Complaints

If you feel you are unhappy about any aspect of SEND in St James' C of E Junior School, you should speak to the SENDco or Head teacher and you are encouraged do so in the first instance and whilst your child is still registered with us. All complaints will be dealt with through the schools complaints policy except in relation to assessment of SEN which (as signposted in the Complaints Procedure) should be made in the first instance to the SEND team at Cumbria County Council and then to the First Tier Tribunal.

### Information, advice and support

Further information regarding SEND can be found by visiting Cumbria County Councils Local Offer which is available at

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

Other websites which may include useful information include:

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

<https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>



**St James C of E Junior School**  
**Identification of Special Educational Needs and Disabilities**

**Initial concerns:**  
**Communication and Interaction:** Speech and Language, ASC  
**Cognition and Learning:** Poor listening, academic, concentration, SPLD  
**Sensory/ Physical:** Hearing, vision or physical needs  
**Social, Emotional and Mental Health:** anxiety, depression, ADHD

Complete 'SEND concerns form and pass on to SENCO

SENCO to discuss SEND concerns form and agree with teacher next steps and timescale.

Improvement

No improvement \*discuss with parents

Continue to monitor and support through QFT

Intervention/support put in place to address need  
 \*Support to be included in Pupil Support Plan

No improvement

Further discussion with SENCO/ raise at pupil progress

Early Help form to be registered and completed by SENCO, Teacher, Support, parents and child,

Repeat Intervention (if relevant)

Support/advice from External Professionals including:  
 Educational Psychologist  
 Specialist Advisory teachers  
 Speech and Language

**These referrals need Parental consent**

Advice from external professionals to be included in Pupil Support Plan Relevant timescales to be set and success criteria

Progress to be reviewed with SENDCO and parents

Improvement  
 Continue to implement advice and ensure regular monitoring/evaluation

No improvement

TAC, Multi-agency meeting to review progress and discuss next steps

Statutory assessment applied for using review section of Early Help if further support/provision is required for the child.

