

St. James CE Primary School



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SEND Policy

Flourish
Respect Courage
Friendship Develop
Strong Growth
Community StJames' Strive
God Trust Kindness
Freedom Unique Perseverance
DeepRoots Positivity
WholeChild
Responsibility

Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

Our School Vision:

Within our community we strive to develop deep roots, strong **growth** and freedom to **flourish** as a unique and whole child of God.

Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it.produces a crop, yielding a hundred, sixty or thirty times what was sown.’



Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

½ termly focus	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

Introduction

Inclusion Manager: Stacey James

Governor responsible for SEND: Chanelle Francis

Designated Staff for Child Protection:

Lisa Everard (Designated Safeguarding Lead)

Andrea Collins (Play Therapist , Deputy Safeguarding Lead)

Stacey James (Deputy safeguarding lead)

School contact number: 0208 804 1987

Together we ensure that the St. James CE Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), Enfield Local Education Authority and other current school policies, including:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (2014)*
- *Schools SEND Information Report Regulations (2014)*
(see www.SENDgateway.org.uk)
- *Enfield Local Offer (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions April 2014*
- *The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards 2012*

Rationale:

At St. James CE Primary School, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavour to support all pupils to overcome potential barriers to their learning and we are committed to providing a broad, balanced and inclusive curriculum which has been developed with due regard to the SEND Code of Practice 2014 and the Disability Discrimination Act 2001.

We are committed to securing high quality special educational provision for pupils with special educational needs and disabilities, and in line with the SEND Code of Practice 2014, use the following categories to identify and make provision for pupils as required:

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

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

The SEND Code of Practice states:

“A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for him.”

And if:

“...they have a significantly greater difficulty in learning than the majority of children of his age.”

Or:

“...they have a disability which prevent them from making use of educational facilities.....for children of his age.”

St. James CE Primary School Inclusion Statement:

It is our aim that every child:

- is fully included in every aspect of school life, regardless of special educational needs or disabilities
- is a successful learner at a pace appropriate to their abilities and development, and that they are challenged appropriately in all areas of the curriculum
- has their strengths recognised and valued and their needs fully supported, whether these be social, emotional, physical, medical or academic.

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The school will also aim to:

- ensure appropriate training and support for all staff, enabling them to identify and make provision for pupils with special educational needs and to further develop their understanding and expertise in using inclusive strategies
- regularly review the school's curriculum and resources to ensure they adequately meet the needs of children with special educational needs
- develop partnerships with parents, external agencies and the LA in order to meet the needs of children with special educational needs

Aims

At St. James CofE Primary School we recognise that pupils have a wide range of abilities, learning styles, personalities and interests and we endeavour to effectively meet these needs by delivering a broad, balanced and differentiated curriculum.

The aims of this policy are:

- to outline the procedures we follow, which enable us to create a whole school environment that meets the special educational needs of each child in order that they can achieve their learning potential
- to demonstrate how we work in partnership with the children themselves, parents and carers to identify need, plan and make provision, and regularly review practice and procedure, and make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Provision for children with special educational needs involves our whole school. We therefore acknowledge that all staff share responsibility for identifying, assessing and meeting individual pupil needs and that this is more effectively achieved if pupils, parents and carers are fully involved in the process. We believe that wherever possible children with special educational needs should be taught alongside their peers and we therefore welcome and support the principle of inclusion.

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Through all curriculum areas, we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the Inclusion Manager and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns 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 from other partners in their Early Years setting and the class teacher and Inclusion Leader 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 on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils at St. James CE Primary School.

Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map). In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

It may be decided that a very small number, but not all of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with

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particular regard to the success criteria and SEND descriptors published as part of the local offer.

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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether any difficulties are due to limitations in their command of English or arise from special educational needs.

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 Inclusion Leader to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a reasonable period of time. If no progress is noted after this time the child may be added to the school SEND register with parental permission.

To establish the nature and extent of an identified need, assessment can be carried out in a number of ways, including:

- Teachers' on-going assessment
- Evidence of any difficulties encountered by the individual
- The school's tracking process
- Class observations
- Teaching materials, teaching and learning styles and differentiation
- Children's work being regularly monitored
- Scores achieved in standardised tests
- Assessment of phonological knowledge, comprehension levels, visual and auditory memory abilities and sequencing skills
- Reports from outside agencies

Based on this evidence, the Inclusion Leader will work in partnership with the class team, the child and parents and carers, to ascertain information about the child's barriers to learning and plan interventions to address this.

The school will record the steps taken to meet the needs of individual children through the use of a Learning Support Plan, or where it is felt that an EHC needs assessment may be required, an SEN Support Plan. If we refer a child for statutory assessment, we will provide the Enfield Local Authority with a record of our work with the child to date.

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All interventions and Learning Support Plans are reviewed half termly and continued, adapted or ceased as required.

Partnership with parents

At St. James CE Primary School, we pride ourselves in building strong relationships with our parents and carers, and encourage them to raise any concerns or ask questions about the education of their child. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents and carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs along with the review and transition process. The school website contains details of our SEND policy and our SEND Information Report, including the arrangements made for children in our school with SEND. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and carers at all stages of their child's education with us. We encourage them to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents and carers. We inform the parents and carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

The Inclusion Leader and the child's class teacher will decide upon the action needed to best support any child identified as having SEND. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve being withdrawn to work with the Inclusion Leader or Learning Assistants to take part in interventions
- Referral to and, support from, external specialist professionals
- Referral to, and support from, our school counsellor
- Periods of one to one or small group support in class
- A personalised curriculum

After initial discussion and planning with the Inclusion Leader, the child's class teacher will be responsible for working with the child on a daily basis and ensuring the delivery of any individualised programme in the classroom. Parents and carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents and carers will be invited to meet regularly with the

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class teacher and Inclusion Leader to discuss their child's progress, and to plan next steps and provision.

The use of outside agencies

For some children with special educational needs, the achievement of educational objectives may be delayed without partnership with other professionals. The school therefore seeks to maintain extensive links with support agencies, colleagues and other expert professionals. They are able to provide specialist help for individual pupils and offer advice to teachers. Their services may be required if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working below Age Related Expectations.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching or assessing the child directly. The support may result in individual targets, programmes or activities to be carried out with the child. It is the class teacher's responsibility to ensure that these are implemented and followed, with the advice and support of the Inclusion Leader.

Professionals and agencies that work in partnership with St. James CE Primary School include:

- Educational Psychology Service & CAMHS
- Behaviour Support Service
- Speech & Language Therapist
- School Nurse
- Consultant Paediatricians
- Occupational Therapy
- Physiotherapist
- EYSI Project
- LA Consultants
- Child and Family Services
- Social Services
- SEND Services

School Request for Statutory Assessment or Education Health and Care Plan

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A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous support plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Educational assessments, for example, from an advisory specialist support teacher or educational psychologist
- Views of the parents and carers

The parents and carers of any child, who is referred for statutory assessment will be kept fully informed of the progress of the referral.

The Inclusion Leader's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and Educational Psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND register.

This policy was reviewed in February 2024

Next review - February 2025