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Special Educational Needs and Disability (SEND) Policy

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1. Introduction to policy

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and worthy of care.

“Are not two sparrows sold for a penny? Yet not one of them will fall to the ground outside your Father’s care. And even the very hairs of your head are all numbered. So don’t be afraid; you are worth more than many sparrows.” Matthew 10:29-31

In line with this ethos, our aim is for every child to be well cared for and enabled to make progress and to develop, irrespective of any Special Educational Needs and Disability (SEND), alongside their peers and through access to a broad and balanced curriculum. This SEND policy is written to comply with the 2014 Children and Families Act and the SEND Code of Practice together with the Equality Act 2010.

2. Definition of Special Educational Needs

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEN Code of practice: 0 to 25 years- introduction xiii & xiv

Headlines from 2014 SEN Code of Practice

-no more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth to adults of 25 years old.

-School Action and School Action Plus have been replaced by one school category of need known as Special Education Needs support

- there are four categories:

communication & interaction

cognition & learning

social, emotional & mental health

physical & sensory development

3. The principles underpinning our approach with pupils with SEND

In keeping with the ethos of the school and the foundations underpinning the SEND policy, our aims and principles are:

- To identify and assess SEND at the earliest opportunity through initial assessments and careful ongoing assessment and monitoring of all children;
- To monitor the effectiveness of interventions through clear ongoing assessment procedures and record keeping;
- To monitor whether any groups are over-represented on the SEND register;
- To involve children with SEND in all aspects of school life;
- To provide appropriate training for staff so that this policy and the accompanying procedures and strategies can be implemented with maximum effect.
- As part of the process of identifying needs, the learning environment will be considered alongside the needs of individual children. Sometimes a change to the learning environment can benefit all children and help minimise the impact of SEND.
- To differentiate work carefully so that, wherever possible, children can be supported in the classroom with their peers and children will enjoy ongoing access to a broad and balanced curriculum.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To establish and maintain good systems of communication between professionals from outside agencies, teachers, teaching assistants and other staff members.
- To take a collaborative approach to children's needs. Where a child has an individual learning programme we will always discuss this with the child in an appropriate way, make the objectives of the programme clear and take the child's views into account. We also encourage parents to be actively involved in supporting their child and bring in external professionals where appropriate.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEN
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of "Assess, Plan, Do, Review" required in the Code of Practice. Depending on their age, and their interest, the child maybe invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

4. Moving to an ECHP (Education Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an ECHP. Generally we apply for the plan if:

- the child is Looked After and therefore additionally vulnerable
- the child has a disability which is lifelong and which means that they will always need support to learn effectively
- the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from Special School provision

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

5. St James' CE Primary School- Local Offer

Interventions and our range of provision
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> i. Whole school celebration worship, where children are selected to by their teacher and awarded a certificate in front of the whole school ii. Fantastic work wall displayed in the Headteacher office to celebrate achievements iii. Opportunities to play in small groups with a variety of play leaders at lunch time iv. Small group and 1:1 interventions both by teachers and teaching assistants. v. Tiger Teams run by teaching assistants support development as well as self esteem and confidence vi. Play therapist for 1:1 sessions, 2 days per week, including ad hoc drop-in sessions vii. Music therapist for both 1:1 sessions and small group work viii. Pupil Leadership team has a voice within the running of the school ix. Green Team promotes environmental issues within the school community
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> i. Access to laptops, ipods and ipads (Late Autumn 2014) as part of good quality teaching ii. Devices for additional recording, cameras, video recorders, voice recording software iii. Audio books are available
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> i. Speech and Language Therapist visiting school to support individual children. We deliver programmes in conjunction with parents ii. TA delivering designated programmes for children needing SALT iii.

<p>Mentoring activities</p> <ul style="list-style-type: none"> i. Year 6 buddy system for Reception children ii. Lunchtime play leaders organise games and activities at lunchtime iii. Sports Leadership training for Y5/6 children so that they can lead games during lunch times. iv. Friendship stop in playground to ensure no child is on their own who wants to be with others
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> i. We deliver programmes in conjunction with parents, as advised by an Occupational Therapist for individual children ii. Tiger Team supports small groups of children with their gross and fine motor development iii. Additional classroom equipment is supplied for those children who require support, eg pencil grips, larger pencils, writing slopes and posture slopes.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> i. An open door policy where parents/carers can speak to teaching staff for guidance and reassurance ii. We ensure transition work is completed with secondary schools, including visits from Form tutors/Heads of Year as well as visits to the new school. If required staff members would accompany a child to the new school in addition to the taster day already in place. iii. Handover meetings between staff are carried out when children move to a new year group iv. Buddy system between Reception and Year 6 in place, including paired reading and shared time together.
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> i. Small group or individual support both inside and outside of the classroom to enhance learning opportunities, delivered by both TAs and teachers ii. Catch up reading programme delivered for identified children iii. Additional teacher to support children reach national expectation and secondary readiness in Y6 iv. Where appropriate placements for children at specialist provision (Suffolks Speech & Language unit)
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> i. Positive behaviour strategies are in place and are in line with our Behaviour Policy ii. Where necessary we collaborate with Behaviour Support Service iii. Behaviour Letters are sent to parents/carers if a serious incident has occurred, giving parents the opportunity to respond and support the school.
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> i. Small group or individual support both inside and outside of the classroom to enhance learning opportunities, delivered by both TAs and teachers ii. Additional teacher to support children reach national expectation and secondary readiness in Y6 iii. Numicon resources and teaching in place to support children in small groups iv. Many practical resources are used to support kinaesthetic learners

<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> i. Access to small apparatus to support learning ii. Personalised activities and levels of support where appropriate
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> i. Learning environments are designed to support learning, eg working walls, key vocabulary banks etc ii. Personalised activities/lessons where appropriate iii. Resources are accessible for children to use iv. A range of groupings are used to help children achieve
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> i. Number of lunch time play leaders organising games ii. Variety of different activities at lunch time available for all to enhance enjoyment iii. Reception/Year 6 buddy system iv. Sports Leaders (Y5/Y6) v. Friendship stop in playground to ensure no child is on their own who wants to be with others
<p>Planning and assessment</p> <ul style="list-style-type: none"> i. Teachers plan daily lessons to meet the needs of all pupils in their classes so as to promote learning for all. ii. Teachers plan additional provision for small groups/individuals to support learning needs where appropriate iii. Teachers write Individual Education Plans (IEPs) for some pupils who are not making adequate progress or have specific needs
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> i. Parent consultations in Autumn and Spring term. In the summer term the school is open for display evening to see the learning environments and a range of children's work. ii. End of year written report is produced as a celebration of the child's achievement. iii. There is an open door policy and parents may speak to staff members at the end of the school day or make an appointment to suit both parties. iv. Attendance is monitored closely and discussion with parents/cares takes place v. Single Point of Entry (SPOE) allows external agencies to meet the needs of a child. vi. Early Entry Forms enable provision/expert help to be delivered. vii. Occasionally we have Pastoral Support Plans in place with some families where pupils are at risk of exclusion.
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> i. All support are trained in basic first aid ii. Some staff have additional first aid qualification (paediatric/first at work) iii. All staff have epipen training.

6. Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the INCo and or Deputy Headteacher, then the Headteacher and, if concerns persist, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.