



THE ARUN VILLAGES FEDERATION

Enabling every child to thrive and succeed

St. James' CE Primary School Special Educational Needs and Disability Policy

Committee Responsible:	FGB
Person Responsible:	SENDCo and EHT
Date Reviewed:	March 2022
For Review:	Annually

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font.

Explanation of acronyms:

SEND – Special educational needs and disabilities

Sendco – Special educational needs and disabilities coordinator

PLP – Personal learning plan

APDR – Assess, Plan, Do, Review cycle

EHCP – Education Health Care Plan

EHCNA – Education Health Care Needs Assessment

SALT – Speech and Language Therapy

EHT – Executive Head Teacher

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1. Vision and aims

SEND Vision

St James is a member of the Arun Villages Federation and shares its mission, vision, aims and values.

St James has developed the following vision for children who have SEND:

We will:

- Empower staff to enable every child to access and achieve in all areas of school life.
- Uphold a genuinely 'can do' and fully inclusive ethos across our school.
- Ensure every child with SEND flourishes, achieving to the best of their capabilities.

- Have high quality, inclusive, class teaching that is enhanced by well-planned and effective interventions.
- Have meaningful involvement of each child and their parents/carers throughout the Assess, Plan, Do, Review cycle.
- Implement effective, manageable and efficient systems to monitor and record the Assess, Plan, Do, Review process.
- Celebrate every child's uniqueness, nurturing their self-esteem, confidence and pride in all they do.

This vision, supported by all staff and governors, drives our policy and practice in SEND.

Aims

- To provide inclusive, high-quality teaching for every child at St. James, regardless of their particular needs.
- To carefully monitor progress of all pupils to quickly identify where extra support may be needed.
- With our best endeavours, we will use a variety of strategies and reasonable adjustments to remove barriers to learning and provide an education that is supportive of each child's individual needs.
- To ensure every child knows and feels that they are a valued member of our whole school community including trips, residential experiences and extra-curricular offerings.
- To celebrate and recognise the positive impacts of diversity within individuals, groups and cultures.
- To have high aspirations and expectations of every child and expect them to meet or exceed the high expectations set for them, based on their age, specific needs and their starting point.
- To foster positive, collaborative relationships with family members of children with SEND to ensure they feel heard, valued and involved in the setting of ambitious outcomes for their child.
- To ensure every child with SEND feels heard and understood and that their thoughts are always considered.
- To develop positive relationships with outside agencies to support in the assessment, planning, provision and reviewing of children with SEND.
- To support all transitions: regular daytime transitions, year group, staffing and school move transitions, to ensure every child can successfully cope and adapt to the change and continue to thrive.
- To foster individual strengths and passions with a view to the child's journey to adulthood and independence.
- To keep developing a child's self-confidence, self-esteem and self-regulation at the core of all we do.

2. Success criteria

Our provision for pupils with SEND will meet our vision and aims by:

- Ensuring all pupils, including those with special educational needs and disabilities, access all aspects of quality first teaching across a broad and balanced curriculum.
- Using the graduated approach to quickly identify a child who may have additional learning needs.
- The Sendco, teachers, parents and pupils regularly using the assess, plan, do, review cycle for identifying, assessing, planning, providing for and reviewing pupils who have SEND.
- Teachers using support available, such as the West Sussex Ordinarily Available Inclusive Practice document, to provide reasonable adjustments for pupils with SEND.
- The Sendco monitoring robust and relevant record keeping systems. These will be accessible and understandable by class teachers to inform the assess, plan, do review cycle.
- Class teachers providing quality first teaching for all children.
- Using wisely, carefully considered and well-planned interventions to provide positive additional impact for children with SEND.
- Regular reviews of PLPs showing that the child has made good or accelerated progress against their targets.
- Staff having regular training and support to develop confidence and understanding in supporting children with SEND.
- All stakeholders feeling involved and included in the provision that St. James provides for children with SEND.

3. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (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

St. James' SEND Policy

This policy has been written in consultation with: Teaching Staff, Teaching Assistants, the Senior Leadership Team, including the Sendco, and governors. We also sought the views of a group of parents and a group of SEN pupils from across the school were asked their views about the school and how they are supported. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2014)

Our SEND policy can be accessed through:

- The school website Special educational needs and disability page [St James C of E Primary - Special Educational Needs and Disability \(st-james-coldwaltham.w-sussex.sch.uk\)](http://st-james-coldwaltham.w-sussex.sch.uk)
- The school website (coldwalthamschool.com); Our School; Policies [St James C of E Primary - Policies \(st-james-coldwaltham.w-sussex.sch.uk\)](http://st-james-coldwaltham.w-sussex.sch.uk)
- A hard copy on request at the school office

Admissions

St. James C of E Primary School is a caring and inclusive community where we are committed to supporting all children. Pupils with special educational needs will be admitted to St James in line with the school's admissions policy. Working closely with parents or carers, we will use induction meetings to understand if a child has been identified as having special educational needs through their early years setting. If we believe a child may have learning difficulties from when they start school, class teachers, TAs and the Sendco will make their best endeavours to collect all relevant information and plan an aspirational, but achievable, supported curriculum right from the start.

Accessibility

At St James, we are committed to ensuring that all children, parents and other stakeholders with SEND have full access to all aspects of school life.

We audit our practice regularly and plan for improvement through the Accessibility Plan and the Equality Scheme and Plan. These documents are available on our website.

We carry out equality impact assessments on all aspects of the curriculum and on any planned projects to ensure that we fulfil this aim.

This approach covers all aspects of the child's life at school i.e. classroom curriculum; access to all parts of the building and grounds; homework; access to clubs and after school activities; assemblies; trips and visits including residential; performances and concerts; sport and PE, including tournaments and swimming.

Medical needs

At St. James, we understand that pupils at school with medical conditions need to be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed. Children with medical conditions will have an Individual Healthcare Plan to provide information of their needs, how to best manage their condition and emergency protocol. This will be shared with key staff as required.

Comments, compliments and complaints

We welcome feedback from all stakeholders and will always take note of it.

The school's complaints policy is in line with the model policy recommended by the DfE and is updated regularly. If parents/carers have a complaint concerning provision for their child, in the first instance, they should discuss this with the class teacher. If this proves unsuccessful, the parent/carer is asked to follow the procedures laid out in the SEND Information Report on the St. James' website: <https://www.st-james-coldwaltham.w-sussex.sch.uk/Parents/Special-educational-needs-and-disability/>

Should you need the SEND Information Report to be made available in a different format, please contact the School Office. If you feel that you need support with the complaints' procedure, please contact the School Office who will be able to direct you to the relevant person to support you.

4. Definitions

Definition of Special Educational Needs and Disabilities (SEND)

At St James, we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEN is defined as: "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 disability is defined as: "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'".

(Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015)

The SEND Code of Practice (2014) identifies four broad areas of SEN:

- **Communication and interaction**
Where children have difficulty communicating with others. This may be due to challenges speaking aloud, difficulty in understanding what is being said or that they do not understand the social rules of communication.
- **Cognition and learning**
When children learn at a slower pace than their peers, even with quality first teaching in place, support for learning difficulties will be needed. Learning difficulties cover a wide range of needs from moderate to profound. They also include specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**
There is a wide range of social and emotional difficulties and these often show in different ways for different children. Withdrawal or disruptive behaviours may reflect underlying social, emotional and mental health difficulties.
- **Sensory and/or physical needs**
Children may have a disability that impacts them from accessing generally provided educational facilities. They may need specialist support and/or equipment to ensure they are accessing all educational opportunities available.

SEND register

A specific register, monitored and updated by the Sendco, that lists children currently on the SEND register and receiving SEN support in school.

At St. James, every child is treated as an individual and their needs will be addressed on an individual basis. No child will be added to the SEND register without discussion and agreement from the parents or carers. A child can also be removed from the SEND register when their progress indicates that they no longer need SEN support. Our SEND register is reviewed termly.

SEN Provision

SEN provision is when a child's needs require provision that is different from or additional to the provision normally available in their class and year group. SEN support can take many forms and will be different for each child. It might include:

- A special learning programme for your child;
- Additional emotional support for a short period via ELSA or Talking and drawing sessions;
- Extra help from a teacher or a teaching assistant for educational needs or physical and/or personal care needs;

- Tools to help develop self-regulation and emotional literacy independence;
- Visual support/structure to support access to learning and teaching e.g. a 'now and next' board, visual reminders/prompts;
- Making or changing materials or equipment;
- Extra help from a teacher or teaching assistant to work with your child 1:1, in a small group or to support taking part in class or playtime activities;
- Staff making careful observations throughout the day to notice possible triggers and consequences or events.

EHCP

For the majority of children on the SEND register, an Education health care plan is not necessary as we will aim to meet their needs via our local school offer.

However, for some children an EHCP will be needed. This will make special educational provision to meet their specific needs and secure the best possible outcomes for their school career and transition to adulthood. Should the school feel that an EHCP would be appropriate, we will work with parents or carers to gather information and apply for an EHC Needs Assessment (EHCNA), the first step in the application process. We will follow the West Sussex County Council guidelines for EHCNA applications.

Should a parent/carer wish to make an application for an EHCNA independently, the school would recommend discussion with the Sendco first to ensure parents/carers fully understand the West Sussex County Council guidelines and are aware of the evidence base that would be needed to make the application.

When making an application, there is no guarantee that either a Needs assessment or an EHCP will be awarded.

For pupils with an EHCP, we hold an annual review and that information is shared with the Local Authority. The Local Authority must review the plan at least annually.

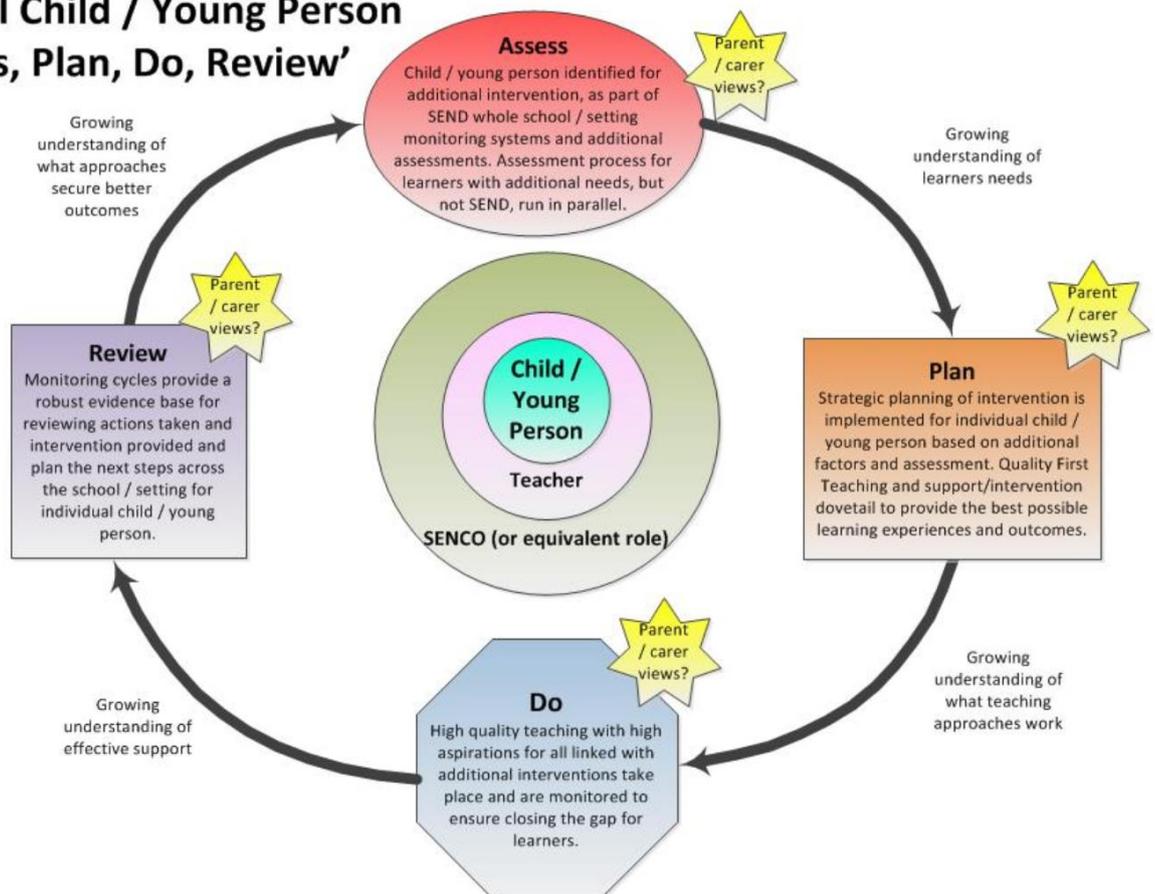
5. Identifying and assessing the needs of children with SEND

Class teachers will use quality first teaching for all pupils in their class and will monitor their progress.

If a teacher considers that a child may have SEND, they will gather information by speaking with the child, the parents or carers and the Sendco. Any relevant and helpful assessments will be undertaken and desired outcomes for the child will be discussed.

If necessary, we will agree with the parents or carers that the child needs to be added to the SEND register. We will aim to remove any barriers to learning and begin using the four part 'Assess, Plan, Do, Review cycle'. This is also referred to as the graduated approach as it is using more frequent reviews in successive cycles to ensure the child's SEN needs are met.

Individual Child / Young Person 'Assess, Plan, Do, Review'



A Graduated Approach to SEND Support

(Diagram courtesy of West Sussex Tools for Schools Website, [Overview of the 'Assess, Plan, Do, Review' cycle | Tools for schools \(local-offer.org\)](https://www.toolsforschools.org.uk/overview-of-the-assess-plan-do-review-cycle))

Assess

We will ensure that pupils' needs and abilities are assessed so that we can carefully track progress compared also to their peers and national expectations. We will listen to the views and experience of parents and carers and the pupil. In some cases, where appropriate, we will draw on the assessments and guidance from other education professionals e.g. specialist services and teachers such as Speech and Language Therapy Service, Educational Psychologist, Occupational Therapist etc.

Plan

In consultation with the child, parents and carers and the Sendco, the class teacher will complete the PLP (personalised learning plan). The plan will look at the whole child, their starting point, their targets and will outline the adjustments, interventions and support to be put in place. These targets will be shared with the child to ensure they understand them. There will be a date set for review, at least once a term, to include views from the child, the class teacher, the parents or carers and the Sendco. All staff who work with the child will be made aware of the plan and parents will be asked to share in the monitoring of progress through any home learning.

Do

The class teacher is responsible for working with the pupil to put the agreed plan into place. They will liaise closely with TAs or specialist staff who provide support set out in the plan and the class teacher will regularly monitor progress being made. The Sendco will provide support, guidance and advice for the teacher.

Review

As agreed in the plan phase, a review with the child, class teacher, parents or carers and Sendco will take place at least termly. The impact of the plan will be discussed and any next steps for a further period of SEN support will be agreed. If good enough progress has been demonstrated, the child may no longer need SEN support and they can be removed from the SEND register.

6. Roles and Responsibilities

“Every teacher is a teacher of SEND”

The SEND Code of Practice and the National Curriculum make it very clear that every teacher is a teacher of children with SEND. We have a particular duty to ensure that children with SEND achieve as highly as possible by identifying and removing any barriers to learning and by providing SEN support as far as we possibly can. Therefore, all members of staff play key roles in the education of children with SEND and will be expected to undertake training as requested by the EHT and/or Sendco.

Classroom teachers

The role of the class teacher is to provide quality first teaching for all. High quality teaching, with scaffolding for individual pupils, is the first step in responding to pupils who are not progressing as we would expect. When considering barriers to a child’s learning we are mindful that additional intervention and support cannot compensate for a lack of good quality teaching. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Class teachers should

always be the first point of contact for parents, and all classes have their own email address.

Teaching assistants

Teaching assistants work alongside the classroom teacher and Sendco to provide the scaffolding and support for many children within the classroom alongside their peers. They will on occasion carry out specific interventions, such as SALT, ELSA and targeted small group sessions and feedback to class teachers. Teaching assistants may have specific duties linked to an individual child's EHCP, but they will always promote as much independence for that child as possible. The Sendco will meet regularly with the teaching assistants to seek feedback, provide support and plan new intervention strategies.

Subject leaders

All teachers who have responsibility for areas of the curriculum will be expected to demonstrate how their subject is being adapted and scaffolded to ensure successful access by children with SEND. They will review and monitor progress made by pupils in their subject area by discussions with class teachers, lesson observations and book scrutiny to monitor the effectiveness of resource adaptations and other curriculum material.

Special educational needs and disabilities coordinator (Sendco)

The Sendco has a strategic role with responsibility for the development of SEND provision at St. James. They will oversee the day-to-day operation of the SEND policy and the coordination of specific SEN support provision. The Sendco will work closely with the Executive Head Teacher, Governors, staff, children, families and outside agencies to ensure that children with SEND get high quality teaching and appropriate support. The Sendco will maintain the SEND register and records of pupils with SEND, with careful monitoring of their progress. Alongside the Senior Leadership team, the Sendco will plan how to use allocated funds effectively to meet the needs of children who require additional SEND support. This includes payments for staff costs, training and outside agency support alongside possible resources for school.

The Sendco always welcomes the opportunity to chat with parents or carers to further support their child's SEN provision. St. James' Sendco is Mrs. Lucy Brownbill and she can be emailed directly on sendco@coldwalthamschool.com

The Executive Head Teacher (EHT)

The EHT is the school's "responsible person" and manages the school's special educational needs work. The EHT will keep the governing body informed about the special educational needs provision made by the school.

The Sendco and the EHT will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The Sendco and EHT will identify

areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision at School SEN Support and for pupils who have an EHCP.

The Governing Body

The school governing body has a specific governor to provide oversight of special educational needs provision at St. James. This role is undertaken by Mr. Ray Jackson, who is also our Chair of Governors. Mr. Jackson will meet regularly with the EHT and Sendco to be kept fully informed of how the school is meeting the statutory requirements for children with SEND. They will anonymously review progress of SEND children and provide challenge for any areas that raise concerns regarding provision. The Governing Body is committed to meeting its requirements under the Code of Practice and to undertaking relevant and appropriate training to ensure that it is able to do so.

You can contact our SEND governor on rjackson@arunvillagesfederation.com

Parents and Carers

Parents and Carers have a key role in successful outcomes for their child. We ask that there is regular communication with school staff to update on any changes in their child's capabilities or wellbeing. It is invaluable to have parents or carers supporting their child to work on their targets and provide informative feedback for the review, where new targets are set.

At St. James', we want to support parents and carers as much as we can. Class teachers and the Sendco are always happy to book in a meeting to discuss any questions or concerns. Additional information can also be found in our SEND Information Report, which is on our website. The West Sussex Local Offer website has lots of information about support offered by the Local Authority and within the local area. [West Sussex Local Offer \(local-offer.org\)](https://westsussex.local-offer.org) (<https://westsussex.local-offer.org>)

A group of local parents and carers also provide an excellent website full of information and advice. [Reaching Families](http://www.reachingfamilies.org.uk) (www.reachingfamilies.org.uk)

Children

We offer all pupils with SEND additional transition sessions at our school before they join to help them feel comfortable and supported. We will also provide additional visits to new classes/teachers as the progress through the school. We will work closely with the parents or carers to make visits individualised to meet their child's specific needs.

All children in school are encouraged to follow our school values of: kindness, honesty, positivity, teamwork and respect and are helped to understand why these values are important. Children with SEND are supported to understand and engage with their targets and any additional

support or specialist interventions. They are expected to, with help, maintain a growth mindset and to do their best.

7. Monitoring

Monitoring and evaluation of SEND provision

The monitoring and evaluation of our provision for pupils with SEND is reviewed on a termly basis through: Pupil Progress Meetings, formative assessments from teachers, reviews of PLPs and feedback from the children and parents or carers. The EHT will work closely with the Sendco and SEND Governor to use this information to review and develop the School Development Priorities.

The Sendco, with consultation from all stakeholders, will review and update the school SEND Policy annually. The School Information Report, which is available on our school website, will be updated at least annually. These documents will be reviewed and approved by the Governing Body.

Training and development

Through monitoring and evaluation of SEND provision, training needs of our staff can be identified. Training will also be linked to the School Development Plan. All staff will be asked to attend necessary training for SEND provision and weekly staff development meetings are used to support staff development. Staff who attend courses outside of school may cascade information back to the rest of the school staff.

When we wish to make changes to our school provision or if a pupil's needs would benefit from additional staff training, we may seek training from specialist providers. Our INSET training may be provided by in-house specialists, by those who support us from the Local Authority or from specialist providers. The effectiveness of such professional development will be monitored and evaluated by the Sendco, and information provided during the annual evaluation of the school's overall SEN provision.

Storing and Managing Information

Information will be securely managed within the school's own data management system and confidentiality policy and in line with GDPR requirements. Where possible, we are developing a paper-free system to improve confidentiality and security still further.

Resources

We monitor and deploy all resources carefully and in ways that help to implement our vision and help each child to meet their targets.

The school has a notional SEND budget, made up of an amount from the school's delegated budget (usually around 7%) plus any additional funding, such as top-up funding for a child with an EHCP.

This budget is analysed and spending planned to maximise its impact and show best value for money.

It is used to fund:

- The Sendco's salary
- Salaries for teaching assistants supporting children with SEND
- Training for the Sendco, class teachers and teaching assistants to ensure that the school has increasing expertise and skills
- Additional and/or specialist resources to support children with SEND (e.g. sensory equipment)
- Specialists or outside agencies in order to offer additional or different provision for children with SEND e.g. play therapy.
- Subscription costs for specific programmes

8. Linked policies

- Accessibility plan
- Behaviour policy
- Complaints Policy and Procedure
- Intimate Care policy
- Medications in school policy
- Safeguarding policy
- Single equality scheme and objectives
- Supporting pupils with medical needs policy
- Touch and physical intervention policy