

St James CE Academy



Special Educational Needs & Disability Policy (SEND)

"Here at St James we believe that 'everyone is loved, this will allow all to flourish and unlock their potential whilst promoting joy in lifelong learning. We will use our faith, Gods words and the light he gives to support this."

"I can do all things through Christ; who strengthens me." Philipians 4:13

"Put these abilities to work; throw yourself into your tasks so that everyone may notice your improvement and progress." 1Timothy 4:15

"My command is this: Love each other as I have loved you" John 15:12

Approved by Governing Body:

Date of Review: June 2028

Special Educational Needs and Disability Policy

RATIONALE

St James CE Academy recognises every child's right to a broad and balanced education, which gives them the opportunity to realise their full potential and make progress. We are committed to providing full access to the curriculum by ensuring high quality teaching and adaptations to meet individual needs and to address underachievement. We believe in equality of opportunity and we aim to create a supportive, stimulating and challenging environment that values difference and recognises the achievements of all children.

Where a pupil is identified as having additional educational needs or disability we will take action to remove those barriers to their learning and to work with their parents/carers as part of this approach.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way with individual health care plans.

Children may have special education needs either throughout, or at any time, during their school career. According to the Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a] have a significantly greater difficulty in learning than the majority of children of the same age; or
- b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; or
- c] are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language or their home is different from the language in which they will be taught.

Special educational provision means:

- a] for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area; or
- b] for children under two, education provision of any kind.

AIMS

To ensure compliance with;

Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Articles 12 and 13 of the United Nations Convention on the Rights of the Child;

- all children have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs

- all children are given equality of opportunity to participate fully in School activities
- maximum opportunities for effective inclusion throughout the School to develop children's maximum independence, as appropriate to their level of need
- all children have opportunities to meet personal standards of excellence
- early identification of special educational need (graduated response document)
- removal of barriers to learning and achievement
- effective assessment and monitoring to needs
- a relevant graduated response to children's needs
- appropriate provision for children with SEND
- all staff are clear about their roles and responsibilities in providing for children's special educational needs and work collaboratively to support children with SEND
- parents are able to play their part in supporting their child's education
- close and effective partnership between parents, School and outside agencies
- children's views are valued and listened to

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 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, SEN co-ordinators (SENCOs) and the SEN information report

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

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- 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

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.

INFORMATION ABOUT SEN PROVISION

The class teacher has the greatest contact on a day-to-day basis with children and must, in accordance with policy they will, identify and make provision for those children with special educational needs.

Roles and responsibilities

The SENCO

The SENCO is Faye Maher

They will:

- Work with the headteacher and Lead Academy Governance Committee (AGC) member for SEN to determine the strategic development of the SEN policy and provision in the academy
- 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 professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively
- 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 that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEN up to date

The Lead Academy Governance Committee (AGC) Member for SEN

The AGC member for SEN will:

- Help to raise awareness of SEN issues at AGC meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the AGC on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the academy

The Headteacher

The headteacher will:

- Work with the SENCO and Lead AGC member for SEN to determine the strategic development of the SEN policy and provision within the academy
- 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
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision

ADMISSION ARRANGEMENTS

Children with SEND are welcome at our school. The school makes provision for children with a range of needs identified broadly by the four areas;

1. Cognition and Learning
2. Communication and interaction
3. Social, emotional and mental health
4. Sensory and Physical

We recognise that children may present with individual needs either within one of these areas or from across more than one of these areas. Successful inclusion is ensured by active engagement and collaborative working with parents and professionals in order to accurately identify, plan and meet individual need.

Prior to admission, it is our School's policy to contact relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment.

Please see our admissions policy for further details.

INCLUSION AND INTEGRATION ARRANGEMENTS

The school is committed to inclusion and aims to provide equality of opportunity for all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified or may have SEND.

All teachers are responsible and accountable for the progress and development of children in their class including where pupils access support from Teaching Assistants or specialist staff. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences enjoyed by their peers.

COMPLAINTS PROCEDURES

We work to involve parents/carers at all times in their child's educational provision. This includes informal discussions and formal arrangements such as annual reporting/parents evenings.

If however a parent/carer has a complaint about the SEND provision for their child they should;

- firstly arrange a meeting with the class teacher at a mutually convenient time
- if the situation has not been resolved arrange a meeting with the SENDCo and class teacher
- If the situation remains unresolved, an appointment should be made with the Headteacher.

We will endeavour to act swiftly and positively to address the issue directly.

SPECIAL EDUCATION NEEDS PROVISION TO OVERCOME BARRIERS TO LEARNING AND DEVELOPMENT

St James SENDCo coordinates our planning and delivery of special educational needs provision, in conjunction with our school leadership team. This ensures that we carefully plan our leadership, monitoring and improvement of SEND provision across our school and we co-ordinate specialist approaches and resources in relation to the needs of our pupils.

St James Academy uses a range of information to monitor the progress and development of all pupils. At the heart of these arrangements is our commitment to clearly defining expected learning outcomes for every pupil, and systematically monitoring their progress towards those outcomes – where an individual child is not making the expected progress and attainment then careful consideration is given as to the reasons. This consideration will involve discussions with the individual pupil and their parent/carer, both informally and at formal points during the school year.

Every teacher at St James has responsibility for the development and progress of every pupil. We work to ensure that the quality of teaching takes account of individual learning needs as far as possible; teacher planning takes into account the skills and learning that supports the next phase of education, as well as providing opportunities to develop age related skills with knowledge and understanding across all curriculum areas.

We take early action where a pupil is identified as having special educational needs. This focused action is taken to remove barriers to learning and put effective special educational provision in place so that every pupil can achieve their personalised goals and improve their learning outcomes. We recognise the pivotal role that each parent/carer has in supporting their child's development and success in school and beyond the classroom. We make sure that parents/carers are regularly involved with and kept up to date with information about their child's progress. We value the chance to work with parents/carers and will offer ideas as to how they can support their child's learning.

PARENT/CARER GUIDE:

Partnership and engagement with parents plays a fundamental role in enabling children and young people with SEND to achieve their potential. We recognise and value that parents hold key information and have unique knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

All parents of children with special educational needs or disabilities will be treated as partners and supported to play an active and valued role in their children's education.

ARRANGEMENTS FOR SPECIAL EDUCATIONAL NEEDS PROVISION AT ST JAMES

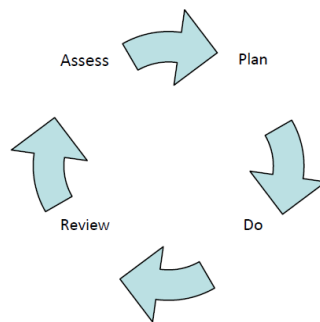
St James organises its support for special educational needs in the form of a four-part cycle. This makes sure that there is a clear process to follow in responding to your child's needs and overcoming the barriers to their learning:

A GRADUATED APPROACH TO SEND SUPPORT

The progress of all children will be monitored. Early identification, assessment and provision for any child who may have special educational needs are very important. The model of action and intervention recognises that there is a continuum of SEND.

Our Graduated Response flow chart on our SEND page of the website and is to read in line with this policy. This is the graduated response flow chart in which staff follow.

The school uses the following graduated approach to respond to children's special educational needs:



ASSESS – PLAN – DO - REVIEW

Subject/ Class teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the students. Teachers fill out an SEND concern form outlining all of their concerns. This can also be found on our website on the SEND page.

Any decision on whether SEND provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the student and the parents/carers. This should then determine the support that is needed

- **Assess - Accurate identification of the nature of individual need(s)** – we will base this identification of your child's special educational need on a range of up to date information to ensure it is accurate. We draw information from your child's teacher assessment of their learning and their experience and understanding of the barriers for your child's learning; we consider your child's previous progress and attainment and their individual development in comparison to their peers and national data. We will always take into account your views as parent /carer, your child's opinion and, where relevant, advice from

external specialists services.

The SENDCo (Faye Maher) may also carry out specific assessments to assess areas of need. Examples of this include; dyslexia screening, vocabulary assessment, speech sound assessments, WellComm receptive language assessments.

Where professionals from outside of St James are already working with your child, then it will help us if you make us aware of their involvement, we can then agree through discussion with you whether we will contact them to liaise about how best to plan.

We use Pupil Progress meetings to regularly update and review pupil assessments and you will be updated on the suggested next steps to ensure that they are making good progress and securing good outcomes.

- **Plan** – although we will have discussed your child's progress with you, we always undertake to notify you in writing if it is decided to provide your child with SEND support. We will consult with you and your child to agree the adjustments, interventions and support to be put in place. An important part of this agreement is the positive difference we expect the arrangements will make on your child's progress, development and/or behaviour, as well as making a date for review.

The support and intervention provided will be planned with a clear aim of meeting your child's intended outcomes, the goals will be based on evidence of your child's current knowledge and skills.

We record accurate information outlining the support to overcome special educational needs that is provided over time. We will store this information on St. James pupil information system and we will make sure that all the teachers and staff who work with your child are aware of the arrangements.

Depending on your child's needs and the planned support for them to overcome barriers to their learning, we may ask you to be actively involved to reinforce or contribute to progress at home.

This may also be recorded on an individual education plan.

- **Do** - your child's class teacher is responsible for your child's achievement. This means that they will make sure the agreed support and/or arrangements are in place; they will plan it and be clear how its impact will be assessed in terms of helping your child to overcome the identified barriers to learning.

It may involve them working with learning support assistants or specialist staff set out as part of the support agreed. Your child's class teacher will identify how additional support can be linked to classroom teaching to ensure the learning can be reinforced where it is appropriate.

- **Review** – your child's class teacher will review the effectiveness of the support and interventions planned based on their progress towards the outcomes which have been agreed. This is an additional part of our standard process to regularly review every child's learning and development during the school year. You may have informal and on-going conversations but there will always be a formal review process as part of the four stages of support.

The timeline for this will set at the planning stage for their support; we will make sure that we meet formally with you three times during the school year to keep you informed about the impact of these arrangements. You are welcome to request additional meetings, or

have discussions with your child's class teacher, if you feel that your child's progress needs to be considered sooner than the agreed meeting date.

This evaluation of your child's progress and development will be informed by the goals which have been previously agreed as outcomes. You and your child will have the chance to share your views about your experience of the support and the outcomes to this point, as part of this process. 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. We encourage our pupils to participate in all the decision-making processes and contribute to their assessment of their needs, reviews and transition processes.

We will make sure that you have clear information about the impact of the support and interventions provided which will also make sure that you can contribute to planning next steps if your child requires further support.

Where necessary, we will repeat this four-stage cycle to build our understanding of your child's needs and best match support and intervention so that your child will make good progress and achieve good outcomes.

All children on the SEND register receive extra meetings on top of the usual parents evening, with the SENDCo to discuss your child's provision and progress. These are held over the telephone.

PROFESSIONAL GUIDANCE AND TRAINING FOR STAFF

St James plans staff training and development on an annual basis, and the SENDCo will directly inform that planning by the Senior Leadership Team with priorities arising from across the school and based on the SEND of our wider pupil group as appropriate.

The SENDCo works with external professionals and agencies to ensure that teaching across St James reflects the latest educational research in terms of how best to meet the additional needs of all our learners, and that it is appropriately resourced.

In addition, the SENDCo works with all class teachers at each of the four SEND stages, although they may not be directly involved in terms of planning and review meetings with you as parent/carer. They will support class teachers with identifying relevant outcomes to address the concerns about their progress and attainment, they may advise about appropriate interventions and the effective implementation of that support, they may talk through what to adjust / refine to improve the arrangements, or they may discuss options for further assessment based on your child's progress and experience of the support arrangements.

If they are currently not directly involved in supporting you with regard to your child's special educational needs and you would like them to be, and then please ask your child's class teacher to arrange for them to contact you.

INVOLVING EXTERNAL SPECIALISTS TO ADD TO ST JAMES PROVISION FOR SPECIAL EDUCATIONAL NEEDS

We work with a range of external professionals to ensure that every pupil experiences the highest quality of teaching and support for their personal development, based on our staff knowledge and skills as well as teaching approaches and resources.

We constantly review and refresh the external specialist with whom we work, based on the impact their commissioned work has on our pupil outcomes.

Some of the external specialists typically providing support for professional development and supporting the needs of individuals and groups of children include:

Educational Psychology Service (EPS)
Speech and Language Therapy Service (SALT)
Specialist Teacher Service (STS)
Occupational Therapy (OT)
Physiotherapy Service
Integrated Disability Service (IDS)
Child and Adolescent Mental Health Service (CAMHS)(RISE) Children
Service and Families Team
Social Care
School Nurse
Mental Health in
Schools Team
(MHST)

If our close examination of your child's progress reveals that they have made little progress over time, or they continue to work substantially below what is expected for children of their age, then we will consider involving specialist support. This will enable us to plan more detailed approaches. We will always discuss this with you in advance, and we will record the involvement of any additional specialist support in the same way as we detail school-based support through the four stages. St James SENDCo will advise you at this stage about the options before finally deciding the next steps. See Warwickshire Local Offer for the specialist support which may be available to support your child, depending on the nature and extent of their special educational need.

In some cases, we may talk with you about the option of considering a request for an Education, Health and Care assessment. This will only be when your child continues not to make progress despite planned support and clear information about your child's special educational needs from review meetings.

The Local Authority Local Offer

The local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>

APPLICATION FOR AN EDUCATION, HEALTH & CARE (EHC) PLAN

Where a child's needs are considerable, with school spending above and beyond the £6000 notional funding allocated; and there is also little progress following interventions and support from professional agencies, the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports. Parents can access the 'road map' accessible document which explains clearly to parents the process of applying for an EHCP. This is found on the SEND page of the website and sent to parents regularly.

You have the right to request an Education, Health and Care assessment at any stage if you feel that your child's special educational needs cannot be met even if we continue to take relevant and purposeful action as outlined above in the four-stage process. You can ask for further information from St James SENDCo or access it at www.warwickshire.gov.uk/send Where a request for an Education, Health and Care assessment is made to the Warwickshire Local Authority, then it needs

to be supported by information about your child's attainment and rate of progress and evidence of the action taken by school as part of support for your child's special educational needs.

EVALUATING EFFECTIVENESS OF THE POLICY

Our success criteria are as follow:

- All staff aware of the contents of the policy and the procedures contained within it
- Children with SEND will be identified early and correctly
- Effective provision made for all children with SEND
- Continuous monitoring of children's progress in relation to targets set
- All children will be given equality of opportunity to participate fully in School activities
- All staff will work collaboratively to remove barriers to learning and raise levels of self-esteem and achievement
- All children will meet personal standards of excellence
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- Governors will understand their role for SEND

The school's Local Offer and relevant policies, can also be found on our website.

<https://www.stjames.covmat.org/policies/>

APPENDIX

SEND Code of Practice 2015 -
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children

- **The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers):** Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- **Equality Act 2010: Advice for schools:** Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission
- **Supporting pupils at school with medical conditions (2014):** statutory guidance from the Department for Education
- **The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)**