St James and St John CE Primary School

Special Educational Needs and Disability (SEND) Policy

Policy produced by the school – updated EB 23.10.26

Adopted by governors 2026/27
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Our Vision

As a school, firmly rooted in the teachings of Christ, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to inclusive education, equal opportunities and respect for all.

In partnership with governors, parents and the local community we strive to deliver a broad and balanced curriculum that promotes high achievement for all children, developing within the individual self-confidence, motivation, aspiration and the ability to work with others.

At our school

- We welcome all children
- We value the individual acknowledging their uniqueness
- We believe that every child can be successful and achieve during their time at our school and beyond
- We challenge our pupils through our teaching, to have high aspirations for their lives and aim to inspire them to want to learn and to become responsible citizens

The SEND aims of the school

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that pupils with SEND take as full a part as possible in all school activities
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision

We recognise that at different times during their school life a child or young person may have a special need or disability. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of Special Educational Needs and Disability (Code of Practice 2015)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of 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

The four primary areas of SEND

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.
We recognise that behavioural difficulties do not necessarily mean that a child has a special educational need. The four main areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

It is the responsibility of the educational setting in consultation with parents and the young person to decide whether a child or young person requires additional SEND support: 'They must ensure that children and young people who receive additional SEND support have an identified SEND and that their progress has not been hampered by weak teaching or poor attendance.'

Educational settings must account to Ofsted for the progress of all children. Many children can have their needs met through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation or through provision of ancillary equipment and aids.

However, some may have SEND and require support and/or interventions that are additional to or different from those normally provided and will need additional SEND support. A rigorous assessment of SEND should be carried out to decide if this is necessary.

The Inclusion Team

The Inclusion team at our school consists of:

Head of School

SENDCO

Support Staff with a SEND role

SEND Governor

The role of the SENDCO in line with the SEND Code of Practice

The SENDCO at St James and St John CE Primary School is Mr. Peters and he can be contacted using the following email: office@stjstj.co.uk

The SENDCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

Furthermore, the SENDCO provides professional guidance to colleagues and works closely with staff, parents and other agencies. The SENDCO is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

Governing bodies must ensure:
- that there is a qualified teacher designated as SENDCO
- the SENDCO has the National Professional Qualification for SENDCOs (NPQ SENDCO) within 3 years of appointment (previously the NASENCO qualification).

Key SENDCO responsibilities include:
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on a graduated approach to providing additional SEND support. This support should take the form of a four-part cycle (assess, plan, do, review)
- ensuring that the records of all children with SEND are kept up to date
- liaising with parents of children with SEND
- liaising with early years providers and secondary schools
- being a key point of contact with external agencies
- collaborating with curriculum leaders so that the learning for all children is given equal priority
- ensuring with the head of school and school governors that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Please see Special educational needs and disability code of practice: 0 to 25 years – page 108.

The SENDCO is responsible for making sure that the school can track and record support plans and decisions for all children with SEND and that parents are fully involved in this process. The SENDCO is a member of the leadership team.

Schools must publish information on their websites about:
- the implementation of the SEND policy (see SEND Policy)
- the arrangements for the admission of disabled pupils (see Admissions Policy)
- the steps being taken to prevent disabled pupils being treated less favourably than Others (see Admissions and SEND policy)
- the facilities provided to assist access for disabled pupils (see Accessibility Plan)

Partnerships with external agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND.

When it is considered necessary, colleagues will request involvement from support services, such as Educational Psychologists, Speech Therapists, Occupational Therapists and the Child Adolescent Mental Health Service (CAMHs).

In addition, important links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Services
- EYFS Intervention Team

Allocation of resources

The school budget has an allocation for SEND. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. This includes the Inclusive Mainstream Fund, details of which are contained in the school's Inclusion Strategy Statement.

Identification, assessment and provision

At our school we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. We work closely with outside agencies to support pupils with SEND in order to ensure their inclusion.

The SEND Code of Practice 2015 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of SEND

Early identification of pupils with SEND is a priority. The school will ascertain pupil progress through the use of appropriate screening and assessment tools, such as:

- Evidence obtained by teacher observation/assessment.
- Foundation Stage Records
- Their performance against age related expectation (Pupil Progress Meetings)
- Standardised screening or assessment tools.
- Reports or observations from outside agencies
- Records from previous schools
- Information from parents
- National test results

On entry to the school each child's attainment will be assessed. On entry an assessment is carried out during the first six weeks of entry to the school. Such assessments help to inform the school of a child's aptitudes, abilities, and attainments, and are used to improve continuity in learning. The records provided help the school to design appropriately differentiated learning programmes. Termly meetings will be held to discuss the attainment and progress of all pupils in each class with the class teacher, SENDCO and leadership team. These are known as Pupil Progress Meetings. Some children may just need short term support to 'catch up' with their peers. They may not have a specific SEND. Other children may need a more tailored approach to address a specific SEND that is impacting on their ability to learn.

Where support additional to that of usual class provision is required the pupil will be placed on the **SEND Register** and a **SEND Support Plan** will be written.

If, after further consideration, a more sustained level of support is needed, the school will consider requesting an **Education, Health and Care Needs Assessment** from the Local Authority.

Parents will be fully consulted at each stage.

SEND Support

1. Initial identification, involving professionals, parents and pupils
2. A plan should be made to focus on what outcomes are expected and the support that the school and any agency and parents will provide. This is called the **SEND Support Plan**
3. A review of progress, towards the targets on the SEND Support Plan, should be held at least once a term including parents, professionals and pupils where appropriate. These meetings take place directly after Pupil Progress Meetings, in the following sequence:
    - The teacher and SENDCO meet to write the SEND Support Plan, after discussion at the Pupil Progress Meetings
    - Targets set by professionals, such as Speech and Language and Occupational Therapists, are added to the plan
    - The SENDCO and parents meet to discuss the SEND Support Plan targets. These usually take place during the school day.

SENDCOs meet with teachers and parents three times a year to review support plans and update targets.

In addition, SENDCOs will hold Annual reviews for children with EHCPs once a year.

<u>SEN Support Plan annual cycle:</u>

During the Autumn Term:
SENDCo meet CTs to introduce them to SEND pupils' support plan and the child's targets and interventions.
↓
Academic Review Day – Meet the teacher
↓
Pupil Progress Checkpoints in October with the Leadership Team and SENDCos - check interventions are in place and target set for all pupils

↓ _____

SENDCo meet teachers to review SEND Support Plan
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SENDCo meets parents of children with SEND / on SEND register to review plan
Parent Meeting 1

During the Spring Term:

Assessment month (January)
↓
Moderation meetings (January)
↓
Pupil Progress Checkpoints with the Leadership Team and SENDCos

SENDCos meet teachers to review targets on SEND support plans
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SENDCo updates SEND support plans with new targets
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Academic Review Day - short reports given to parents

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SENDCo meets parents of children with SEND / on SEND register to review plan and share new targets.
Parent Meeting 2

During the Summer Term:

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Assessment weeks (June)
↓
Moderation meetings (June)
↓
Pupil Progress Checkpoints with the Leadership Team and SENDCos

SENDCos meet teachers to review targets on SEND support plans
↓
SENDCo updates SEND support plans with new targets
↓
Academic Review Day - long reports given to parents
↓
SENDCo meets parents of children with SEND / on SEND register to review plan and share new targets
Parent Meeting 3

After each term's review cycle, consideration will be given as to whether an assessment for an EHC plan should be requested from the LA.

Education, Health and Care Assessments

Where SEND is identified as more acute, the school or a parent may request that the local authority carry out an **Education, Health and Care Assessment**.

Step one
A child's parent, young person, or a person acting on behalf of a school may request that a local authority carries out an education, health and care needs assessment (EHC assessment).

Step two
The LA must decide whether an assessment is necessary. They must do this through consultation and examination of the evidence.

Step three
The LA must inform the child's parent or young person about their decision and reasons within a maximum of six weeks.

Step four
If agreed by the local authority, the EHC assessment should be completed according to the principles of coordination and integration of services and agencies. Parents and young people should be central to the assessment process. Assessment and planning should be an ongoing process.

Agencies must share information according to agreed principles.
To complete the assessment they should seek the advice of relevant professionals, which may include:

- The Head of School
- psychological advice
- advice from social care professionals
- any other advice.

Step five
The LA should decide from the EHC assessment whether an EHC plan is necessary. The LA must notify the parents or young person of their right to appeal to the SEND Tribunal if it is decided that an EHC plan is not necessary.

Step six
The LA prepares an EHC plan. This should include the following:

- A focus on outcomes: short term outcomes and longer term aspirations. Outcomes need to be specific, measurable, achievable and time bound.
- Specific interventions that will make a difference towards securing the agreed outcomes.
- Support for key transition points.
- How informal support such as family and community can be used to achieve agreed outcomes.

Step seven
The LA sends a draft EHC plan to the child's parents or the young person and they have at least 15 days to give their views.

Step eight
The LA must inform the Head of School and must arrange the special educational provision and may arrange the social care provision specified in the plan. Clinical commissioning groups must arrange the health services specified in the plan.

Step nine
LAs must arrange for a review of the plan at least annually. The child and child's parents or young person must be invited and given at least two weeks' notice. The meeting must focus on progress towards outcomes. When it is a year of transfer (Year 6), the review and amendments must be completed by May half term.

Step ten
School to arrange a review meeting with parents, LA and external support agencies when a new child arrives at the school with an EHC Plan or when a plan is issued to a child who has been at the school within the first 6 weeks / half term.

Education, Health and Care Plans

The content of the EHC plan should include:

- the views, interests and aspirations of the child and their parents or young person
- the child's SEND
- the outcome sought
- the special educational provision required, where provision is to be delivered through a direct payment, the needs and outcomes to be met by the payment
- any health and social care provision
- any additional provision
- the name of the school: the LA must consult with the governing body or proprietor.

Please refer to Special educational needs and disability code of practice: 0 to 25 years - pages 160-169 for additional guidance on the writing and content of an EHC plan.

Pupils with English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEND of children who speak English as an additional language, first language assessment will also be used where deemed appropriate to inform provision.

Interventions

Where possible, pupils with SEND will access the full curriculum alongside their peers, with adaptions made where necessary. The curriculum these pupils receive is well-sequenced, progressive and matched to their needs. The SENDCO, in collaboration with the class teacher, will then decide if additional interventions are necessary to supplement this high-quality first teaching.

Interventions may take the following form:

- Deployment of extra staff to work with the pupil
- Group support
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or Staff training

In addition, the SENDCO will also ensure that provision of alternative learning materials/special equipment is in place for pupils with SEND. Some pupils may be working on the Engagement Model or Pre-Key Stage Curriculum and the SENDCO will oversee the provision for this.

Monitoring the progress of pupils with SEND

Progress is the crucial factor in determining the need for additional support.
Good progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where teachers decide that a pupil's learning is unsatisfactory, the SENDCO will be consulted at the termly Inclusion meeting or Pupil Progress Meeting.

The Leadership Team, SENDCO and teacher will review the approaches adopted.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's SEND file will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from any other agency involved with the child/ family.

Evaluating the success of our SEND Policy

The Leadership Team will report to governors on the success of this policy.
Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:
• Consideration of each pupil's success in meeting targets set
• Use of standardised tests
• Use of pupil self-evaluations of learning
• Evidence generated from Support Plan review meetings and Pupil Progress Meetings.

The role of the governing body

The Governing Body's responsibilities to pupils with SEND include:

- Monitoring the attainment and progress of pupils with SEND
- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Monitoring the school's SEND budget

This Policy should be read in conjunction with The Behaviour Policy, The SEN Information Report and The Local Authority SEND Offer.