

## Special Educational Needs and Disability (SEND) Policy

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## **School Ethos**

At St James, we are passionate about learning and believe that everyone, children and adults alike, is a learner. We aim to enable everyone to achieve and attain the best they possibly can, as per our school motto. We want all children to develop a positive and independent attitude towards learning. Each child is encouraged to develop as an individual in a caring and supportive environment where they feel safe and secure. We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated creative curriculum relevant to their needs. We know that education works best when there is a strong partnership between home and school; we are proud that we work closely with parents and carers in the best interest of the child and value the contribution parents can make to the school.

The whole school has a shared responsibility for identifying, assessing and meeting the needs of every individual pupil. Every class teacher teaches every child in their class including those with SEND and this is supported through our Inclusive Charter. Each school leader is a leader of SEND too. Every pupil should be fully integrated into the life of the school and be given full support from staff with ambitious expectations-there is no limit to the progress any child at St James can make.

At St James we will endeavour

- To ensure early identification of need
- To encourage effective partnerships with parents/carers
- To mitigate any barriers to learning through quality first teaching, seeking the support of external professionals as appropriate
- To recognise the importance of pupil voice and encourage children to become fully involved in their education

## **Our Vision Statement for SEND**

We are proud to be a fully inclusive. We want this to be the lived experience for our pupils at St James through our school values of love, respect, unity and courage. We consider ourselves a 'school family' where everyone is valued and celebrated for being an individual. We have high expectations and aspirations for all; striving to mitigate barriers to learning so every child can experience success. We work in partnership with parents to ensure that every child is safe, happy and healthy. We desire to provide access for all to the opportunities to enable our pupils to become independent, reach their potential and make a positive contribution, both now as learners at our school and into adulthood too.

The Inclusive Charter is our agreed set of principles to ensure an inclusive education for all. Focussing on four key areas: Adaptive Teaching and Principles; Visuals: Relationships and Manipulatives and Resources. These principles support children through scaffolded learning and aim to maintain a child's independence and peer collaborative learning.

## **Definition of Special Educational Needs (SEN) and Disability**

A pupil has a special educational need if they have a learning difficulty or disability that requires 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 their peers of the same age or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others for the same age in mainstream schools.

Special education provision is educational or training provision that is additional to, or different from that made generally for other children of the same age by mainstream schools.

## **Introduction**

### **How the policy created?**

This policy was created by the SENCo in partnership with the Head teacher and the SEND Governor. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice as well as:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

This policy can be accessed via the school website or a hard copy is available on request from the school office. Please let us know if you need this to be made available to you in a different format, e.g. enlarged font or a different language.

### **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools (DfE Feb 2013)
- 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
- Teachers Standards 2012
- Surrey's SEND profiles of Need 2020
- Surrey's Ordinarily Available Provision 2023

## Aims and Objectives

### **Aims**

- All pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.
- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their individual starting points.
- We will use our best endeavours to give pupils with SEND the support they need, ensure work is well-matched to their individual next steps and minimise barriers to learning.
- Ambitious educational and wider outcomes will be set for pupils with SEND in collaboration with parents/carers and individual children
- We aim to support all pupils to become confident and independent individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
- We recognise the importance of pupil voice and will listen carefully to what the pupils themselves feel about their learning and what will help them achieve their best

### **Objectives**

SEND is an integral aspect of our school development plan for 2023/24. The school's current priorities are:

- Ensure that the effective phonics provision is built on by children having more practice reading fluently and make strong links in spelling, handwriting and vocabulary as they transition into Key Stage 2.
- Enhance the role of subject leaders and phase leaders to effect whole school change and embed the school's curriculum.
- Establish consistent adaptive teaching practice that results in strong outcomes for all pupil groups, including SEND support and FSM. (Implement the Inclusive Charter)
- Ensure that leaders high expectations are reflected in all aspects of school life, including behaviour approaches and the staff code of conduct.

## An overview of Special Educational Needs:

St James provides additional and/or different provision for a range of needs. The 4 areas of need, as detailed in the SEND Code of Practice, are:

- **Communication and interaction (CI)**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. *SEND Code of Practice July 2014 6.28* . Children and young people with Autism Spectrum Conditions (ASC) are likely to have particular difficulties with social interaction.

- **Cognition and learning (CL)**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment (*SEND Code of Practice July 2014 6.30*) Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia (*SEND Code of Practice July 2014 6.31*)

- **Social, emotional and mental health (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder (*SEND Code of Practice July 2014 6.32*)

- **Sensory and/or physical (SP)**

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI (multi sensory impairment) have a combination of vision and hearing difficulties. (*SEND Code of Practice July 2014 6.34*)

These four broad areas of need give an overview of the range of needs that we plan for. At St James, we identify the individual needs of each pupil by considering the **whole child**; these are broader than the special educational needs the child may experience.

## Identification of SEND:

‘The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time’ (SEND Code of Practice July 2014 6.27)

Before children start at St James, information is gained where possible from parent/carers as well as from previous settings. Additional needs may also be identified through the following methods;

- Initial assessments and observations on entry
- Standardised assessments
- Termly pupil progress meetings which monitor the progress individuals make

Most children will have their needs met through ‘Quality First’ class teaching and staff make reasonable adjustments for all children to help support their needs. The class teacher is responsible and accountable for the progress and development of all pupils in their class. Their role is to provide adaptive teaching and is the first step in responding to pupils who may have SEND. Any additional intervention cannot compensate for a lack of good quality teaching. Quality first teaching strategies are outlined in our ‘Provision at St James’ document.

The progress of pupils is continually monitored by class teachers, who carry out a wide range of assessments, both formal and informal on a daily basis. Termly ‘Pupil Progress’ meetings are held between each class teacher and members of the senior leadership team including the SENCo, in order for detailed discussions about children’s progress to take place.

If a pupil is not making expected progress in a particular area of learning, the school can begin to identify the barriers to learning and identify the need for additional support. This will be discussed with the parent/carers and the pupil concerned (where appropriate). If parents/carers have concerns about the progress or attainment of their child, they should in the first instance make an appointment to speak to the class teacher to discuss their concerns. This may result in the teacher planning and providing support within the class, which will be monitored and reviewed after a period of time.

If, despite additional support, adequate progress is not being made and there are still ongoing concerns, decisions as to the most appropriate steps to be taken are made. This may be if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Fails to match the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The class teacher requests a pupil review meeting with the SENCo to outline the parent’s view and what strategies and interventions they have already tried to support the pupil. The child’s class activities should then be further adapted to meet their specific needs. At this point, with parental support, the child would be placed on the SEND register and receive targeted support, based on evidence based interventions. Once the child is included on the SEND register they will be provided with an Individual Support Plan which outlines their “additional to and different from” provision. A ‘one-page profile’ would be developed in collaboration with parents, the child and the class team to capture the child’s strengths and needs along with detail on how best to support them to achieve their best. Appropriate targets (outcomes) for the child would be set which are specific, measurable and achievable. These outcomes are reviewed collaboratively on a termly basis with the class teacher (and the SENCo, if deemed necessary, for example, if the child has an Educational Health Care Plan).

If, despite targeted support, adequate progress is not being made and there are still ongoing concerns, decisions as to the most appropriate steps to be taken are made. At times, it may be necessary to consult with outside agencies including, but not limited to:

- An Educational Psychologist
- Specialist Teachers for Inclusive Practice (STIP)
- Speech and Language Therapy
- Occupational therapy
- Physiotherapy
- Home school link worker
- Freemantles school – a specialist setting offering outreach support
- Race Equality Minority Achievement (REMA)
- Educational Welfare officer
- Physical and Sensory Support
- Mindworks (CAMHS) and their associated charitable organisations such as EIKON & Barnardos
- Primary Mental Health Worker
- Social services
- Paediatrics
- School Nurse
- Surrey Young Carers

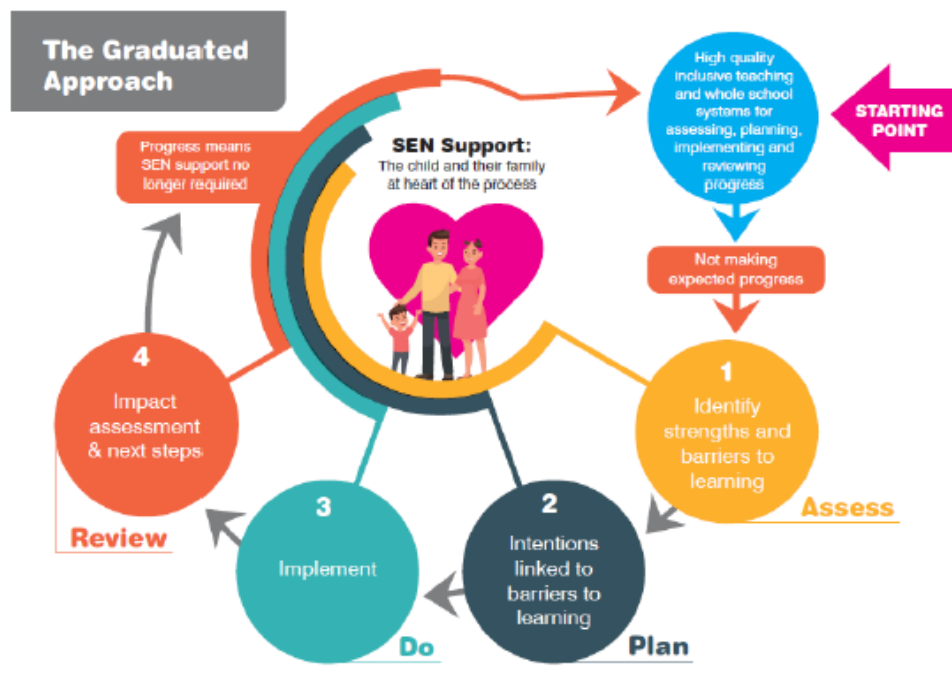
Consultations with these agencies help identify alternative strategies and resources to further support the child's needs. Parents' consent is requested where referrals are required and are invited to any meetings with outside agencies. Any advice and reports from these agencies informs the class teacher of strategies and targets to support the child.

## The Graduated Response

At St James, we follow the graduated response to meeting the needs of all pupils and follow the SEND processes detailed in the Code of Practice 2014. In order to ensure consistency between schools, Surrey have provided detailed information on the Graduated Response. This document is called the 'Inclusion and additional needs service schools offer' and can be found as follows:

[https://www.surreylocaloffer.org.uk/\\_data/assets/pdf\\_file/0010/321130/Inclusion-and-Additional-Needs-Schools-Offer-reduced-size.pdf](https://www.surreylocaloffer.org.uk/_data/assets/pdf_file/0010/321130/Inclusion-and-Additional-Needs-Schools-Offer-reduced-size.pdf)

In line with the recommended practises within the Code of Practice 2014, we operate a whole school approach of ASSESS, PLAN, DO, REVIEW (the APDR cycle) in regards to children with special educational needs:



## ASSESS

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil in an age appropriate manner. In some cases, we will draw on the assessments and guidance from other education professionals, where appropriate. Where it is deemed a child's needs are significant and will continue to need long term interventions, and/or support they will, upon consultation with parents/carers they will be placed on the school's SEND register which has two stages;

- SEN School Support (SEND Support arrangements)
- Education Health Care Plan (EHCP).

All stakeholders can share concerns outside of these two stages and children could be monitored for a period of time. A child may be removed from the SEND register and additional interventions may cease if significant progress has been made and maintained. This agreement would be in consultation with the SENCo, parents/carers, class teacher and any other relevant staff members.



## **PLAN**

Where SEND Support Arrangements are required the teacher will compile a SEND Support Plan outlining the adjustments, provision/interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, a review date will be set. Plans will be child-centred and involve parents/carers.

Outcomes and small step SMART (Specific, Measurable, Achievable, Realistic, and Timely) targets for the pupil will be shared with them using child friendly language. All staff who work with the pupil will be made aware of the plan. Parent are invited to share their feedback on the progress their child is making against the outcomes.

## **DO**

The class teacher is responsible for working with the pupil on a daily basis. They will liaise closely with the support staff or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide ongoing support, guidance and advice for the teacher

Where interventions involve group or one to one teaching away from the main class or class teacher, the class teacher will still retain responsibility for the pupil. They will work closely with any Teaching Assistants or specialist staff involved in the plan, and assess the impact of support and interventions ensuring they can be linked and embedded into the classroom teaching.

All provision that is additional to or different from that provided our universal offer is recorded on the school's Provision Map with clear entry and exit criteria. The cost and impact of these interventions are monitored by the Senior Leadership team and reviewed at agreed periods of time

A child's progress as a result of an intervention is used alongside other forms of assessment including curriculum based, standardised assessments, checklists and professional assessments (if involved) to decide on the next step of the graduated response

## **REVIEW**

The teacher, support staff, parent/carer and the pupil, will review the plan including the impact of the support and interventions formally on a termly basis. However, new targets may be set if achieved prior to this. This will inform the planning of next steps for a further period or where successful, the removal of the pupil from the SEND register.

If a pupil is not making expected progress in a particular area of learning, and making limited progress against SEND Support Arrangement outcomes, then the school could identify the need for additional support from an outside agency. This will then be discussed with parents/carers and the pupil concerned (where appropriate). The SENCO will make a referral to the appropriate agency with parental consent and liaise with parents to invite them in to meet the specialist teacher or professional. The support and strategies provided through this referral will feed into the Individual Support Plan and outcomes set. If limited progress continues to be made and the cost of provision is above that of the school's resources, then a request for additional funding could be considered. St James will follow Surrey Guidance on referral for an Education Health and Care plan and if appropriate, will seek parental consent for an EHC needs assessment to be made by the SENCo. For pupils with an Education Health Care Plan (EHCP), the Local Authority must review the plan at least annually.

## **Roles & responsibilities at St James**

### **Head Teacher**

- To have overall responsibility for the provision and progress of all learners, including those with SEND
- To work with the SENCo and governing body to determine the strategic development of the SEN policy and provision within the school.
- To oversee how the budget is spent in terms of SEND provision

### **SEND Governor/Governing Body**

- To raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing body
- Work with the head teacher and SENCo to determine the strategic development of the SEN policy and provision in the school.
- To comply with the provisions of the SEND Code of Practice when carrying out its duties towards all pupils with SEND.
- To ensure SEND provision is an integral part of the school development plan
- To be fully aware of current legislation and be informed about current issues
- To make every effort to ensure that the necessary special arrangements are made for any pupil with SEND by setting up appropriate staffing and funding arrangements and overseeing the school's work.
- To ensure that all children with special needs take part in the everyday activities of the school as far as is practicable.
- To ensure that the school's policy on SEND is made available to parents and all staff.

The Governing Body has a designated SEND Governor - Mrs Jane Mason

## Special Educational Needs Coordinator (SENCo)

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day to day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individuals with SEN, including those with EHC plans.
- Provide professional guidance to teaching colleagues to ensure that pupil with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Supporting staff in identifying additional needs, organising further assessments, setting appropriate targets and appropriate strategies and resources.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date and secure
- To maintain effective communication with parents/carers.
- To liaise with external agencies and support agencies, which might include completing referrals for a particular child, requesting specific assessments, setting up, and attending joint agency and parent meetings.
- To deploy, manage, support, train or provide training and deliver or support the appraisal procedures for support staff who are specifically involved in working with children with SEND.
- As part of the Senior Leadership Team, meet with class teachers termly to monitor progress of children with SEND through Pupil Progress Meetings
- To attend SENCo network meetings and courses to keep up to date with current thinking in SEND, disseminating such information to staff during staff meetings and school based INSET, as appropriate.
- Liaising with other SENCOs in regard to pupils arriving or departing St James to help provide a smooth transition from one school to another.
- To contribute to the school development plan through the compilation of a SEND action plan

Our SENCo is Mrs Vicky Wales – [SEN@stjames-veybridge.surrey.sch.uk](mailto:SEN@stjames-veybridge.surrey.sch.uk)

## **Class Teachers**

- To work closely with support staff or specialist staff to plan and assess the impact of support and interventions
- To ensure they deliver high quality teaching, differentiated for individual pupils
- To meet the day to day needs of all pupils and make necessary adjustments to ensure inclusion
- To be accountable for the progress and development of all the pupils in their class, even where pupils access support from Teaching Assistants or Specialist staff, including those with an EHC plan
- To liaise closely with support staff
- To monitor the progress being made within interventions to ensure their effectiveness
- To maintain accurate and updated records to inform planning and provide additional evidence of need e.g. behaviour logs, meeting with parents, SEN concerns forms
- To liaise effectively with parent/carers and make timely responses to parental concerns
- To attend meetings with outside agencies, for example, STIP and wherever appropriate ensure any recommendations and advice is followed
- Creating, maintaining and reviewing the SEND Support Arrangements & one page profiles for a child with SEND needs in their class, in consultation with parents and pupil and with support from the SENCO, when appropriate.
- To ensure they are aware of the SEND policy and procedures for identification, monitoring and supporting pupils with SEND through the graduated response.

## **Teaching Assistants**

- To maintain accurate and up to date records to inform planning and provide additional evidence of need e.g. behaviour logs, observations, achievements, copies of work, photographs of practical activities etc
- To support the SENCo and class teachers to implement the SEND practices
- To inform class teachers and any other key staff if appropriate of specific concerns
- To liaise effectively with parents/carers and make timely responses to parental concerns raised e.g. keep a home/school communication book where appropriate
- To make reasonable adjustments to ensure inclusion, under the direction of the class teacher /SENCo
- To ensure any interventions are prioritised and carried out as directed by the class teacher/SENCo and records are kept to inform progress and attendance
- To promote independence in the children they work with

## **Monitoring and evaluation of SEND provision**

The school regularly monitors and evaluates the quality of provision through:

- Governing Body meetings via the head teacher's report
  - Learning walks, discussions with pupils, lesson observations and book looks by the SEND governor, senior leadership team and subject leaders
  - Evaluation of interventions to ensure the effective use of funding
  - External audits, for example, OfSTED.
  - Feedback from parents, pupils and staff, for example, through surveys
  - Termly analysis of pupil tracking data relating to progress and attainment for individual pupils and cohorts
  - Developing best practice through SENCo networks and local partnerships
- Information arising from the above is used to inform future priorities for development.*

## **Continuing professional development of staff:**

All staff receive regular training to raise awareness of pupil's needs and how to support them, for example, INSET, staff meetings and our fortnightly continuing professional development sessions for our teaching assistant team. Training is delivered by the SENCo as well as a variety of agencies, for example Speech and Language and the Specialist Teachers for Inclusive Practice. Some staff have received enhanced specialist training in specific areas, for example, our 'Speech and Language Champions' and 'Emotional Literacy Support Assistants'. Where a training need is identified beyond this, we will endeavour to find a provider to deliver it.

## **Storing and managing information:**

Information is stored securely, both in paper form and electronic form. A child's SEND file is stored within a locked filing cabinet within the SENCo's office. Electronic information is stored securely on the school's server, access to which is password protected, and on cloud-based storage, Provision Map, which is in-line with our information storage policy. Documents are kept whilst a child is at St James and then the file is transferred to the child's next school, either via recorded delivery or hand delivery.

## **Support for families**

We recognise the value of working in partnership with parents. At St James, we operate an open door policy. If parents or carers have concerns, they should first consult with their class teacher. The SENCo is contactable via the school office or email between Monday and Thursday. Please allow two working days for us to respond. In addition, we have a home school link worker (HSLW) who is available to support our families.

## **Supporting pupils with medical conditions**

Section 100 of the Children & Families Act 2014 places a duty on governing bodies of maintained schools to make arrangements for supporting pupils at their schools with medical conditions. Please see our 'supporting pupils with medical conditions' policy for further information. The designated teacher for supporting pupils with medical needs is Mrs Wales.

**Review arrangements for this policy:**

This policy will be reviewed by the SENCo annually and approved by the Governing Body.

**Link with other policies and documents:**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality and Inclusion Policy
- Support pupils with medical conditions policy
- Safeguarding policy
- SEN information report
- Surrey Local offer website: <https://www.surreylocaloffer.org.uk>

**Complaints procedure:**

The school endeavours to work in partnership with parents and carers. We encourage parents/carers to approach the class teacher in the first instance, followed by the involvement of the SENCo, if necessary. All complaints are taken seriously and are dealt with in accordance with the schools' Parental Complaints policy.

Further guidance can be found on the Surrey County Council website: <https://kfos.co.uk/wp-content/uploads/2020/04/Responding-to-Concerns-About-SCC-Schools-guidance-for-parents.pdf>